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ABSTRACT

The University of Alabama Career Development Program was designed as a comprehensive, university-wide effort to enhance career development of students and faculty. The operational plan included four systems: (1) Academic mainstream system, designed to assist in the development of separate programs within the colleges and departments, (2) support system, to aid the mainstream effort by providing auxillary services and materials, (3) outreach system, to promote a school-community bond, and (4) management system, to coordinate program efforts. The first-year evaluation effort focused on two areas. The first is a description of the actual operation of the project with emphasis given to the project director and three mainstream areas. The second area is baseline data for faculty and students. Faculty attitude toward career development could improve, as indicated by baseline data which reports positive responses from 35% of the total faculty (700). Student baseline data indicate that students feel they need career information and career development, yet most do not know where to seek assistance. Action suggested includes sending career information materials to selected classes at the freshman and sophomore level, in addition to having faculty members discuss career implications of their areas. Future effects of the project should be revealed through changes in the data. Appendixes include letters and survey instruments used in the study. (TA)

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COMPREHENSIVE CAREER EDUCATION IN A UNIVERSITY EVALUATION

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INTRODUCTION

The University of Alabama is a major institution of higher education in the Southeast. The General Assembly of Alabama created the Board of Trustees of The University of Alabama in 1821, and the institution opened its doors to students in 1831.

The university's purposes are summarized as teaching, research, and service. The Tuscaloosa university campus administers its programs through several divisions, which are as follows:

College of Arts and Sciences
College of Commerce and Business Administration
College of Community Health Sciences
College of Education
College of Engineering
Division of Continuing Education
Graduate School
Graduate School of Library Service
New College
School of Communication
School of Home Economics
School of Law
School of Mines
School of Nursing
School of Social Work
University Libraries (main library, divisional libraries, and central offices)

These divisions serve approximately 15,000 students.

The university, though steeped in Southern tradition, has a progressive faculty and administration that has introduced in recent years a number of innovative programs. Current examples include the

New College, which caters primarily to individuals with work experience but without much academic background, and the Weekend College, which allows students to pursue their course of study between the hours of 6:00 p.m. on Fridays and 6:00 p.m. on Sundays.

Among these innovations, the university has placed special emphasis on students' career concerns. The university-wide Career Development Program has built upon this foundation by merging career awareness, exploration, and placement into the academic mainstream.

The Career Development Program

Some features that distinguish The University of Alabama Career Development Program from other such programs are the following:

1. It is *comprehensive* in that it coordinates university efforts at all levels.
2. The plan originated through the efforts of over 100 *faculty and staff* members.
3. It infuses the *academic mainstream.*
4. It is housed under the *highest campus authority.*
5. It involves the *business-labor-professional-governmental community.*
6. It includes a *teacher training component.*
7. It is sustained by a *coordinated support system.*

These features have served as the guiding philosophy for the implementation and operation of the *Career* Development Program.

Program Goals

The program is based upon the seven goals or intended outcomes listed below:

1. Faculty and students will grasp relationships between the classroom and the world of work.
2. Faculty and students will form and test work values.
3. Students will develop transferable academic skills.
4. Students will develop critical career skills.
5. Students will develop a career self-concept.

6. Students will secure accurate and current career information.

7. Students will overcome inequality of career opportunity.

These goals provided the framework upon which individual objectives were based and guided the design of the operational plan for implementing the project.

Operational Plan

The operational strategy was to implement the project on four fronts. The first involved the infusion of career development into the *academic mainstream;* the second involved the development of a *support system;* the third involved the development of a *community outreach system;* and the fourth involved the installment of a *management system.*

To infuse the academic mainstream. The prime strategy of this comprehensive effort was to develop separate Career Development teams and programs within the various colleges and their departments. The details of these program efforts was to rest in the hands of the indigenous faculty and staff.

In order to accomplish this task, seven academic programs were provided with funds to hire a coordinator. These programs were Humanities, Sciences, Social Sciences, Pre-Major Studies (all in the College of Arts and Sciences), Education, Home Economics, and Commerce. Six nonfunded coordinators were also recruited for Engineering, Communication, Social Work, New College, Cooperative Education, and Health Careers.

To develop a support system. The support system was intended to support the programs in the academic mainstream by providing career development information, materials, testing, counseling, internships, career exploration courses, and special attention for minority groups, the handicapped, and women.

Five coordinators were named to coordinate Faculty Development, Career Planning and Placement, Counseling Center (two coordinators), and the university-wide Career Exploration Course.

To develop a community outreach system. The outreach system was

to assist the mainstream system and help guard against inbreeding and institutional narcissism by setting up a career development board, providing internships to students, providing career teacher training, obtaining cooperation of alumni, and cooperating with the Alabama Consortium for the Development of Higher Education.

Five coordinators were named in this system to head the following outreach programs: Teacher Pre-Service, Teacher In-Service, Work-Learning Services, Alumni Career Program, and Consortium Career Task Force.

To install a management system. The management system was set up in the Office of Career Development, which is housed under the vice-president for Educational Development (later in the year it was transferred to the vice-president for Academic Affairs) in cooperation with the Office of Academic Affairs. It was advised by a top level community-university board.

The management coordinators included the project director, the assistant director, the evaluators, a special programs coordinator, an information services coordinator, and a secretary.

Interestingly of all the individuals employed by the project, only one was paid entirely by project funds (the secretary).

Organization of the Report

The evaluation focus during the 1975-76 project year was on a process description (primarily of the project director) and on obtaining baseline data for future reference.

Chapter 2 of this report reviews the activities of the project director. Chapters 3, 4, and 5 review the activities of the mainstream coordinators, outreach coordinators, and support coordinators respectively. Product baseline data are provided in Chapter 7 for students. Chapter 8 presents a summary of the findings.

PROCESS DESCRIPTION
Management

This chapter is divided into two major sections, the first dealing with the activities of the project director, Dr. Donald Casella, and the second with the accomplishment of the management process objectives.

The Project Director's Activities

Data sources for the activities of the project director included the log maintained during the project year, direct observation of his activities, and personal interviews by the evaluation team. The information is organized into his activities on campus, in the Tuscaloosa area, the state, and finally his activities on the national level.

Campus Activities

The project director's campus activities can be divided into three areas: administration, contacts with faculty, and contacts with coordinators.

Administration. The focal point of the project administration on campus was Academic Affairs, with direct responsibility to the vice-president for Academic Affairs. The project director had frequent meetings (at least weekly) with the vice-president and others in the Office of Academic Affairs. These meetings primarily concerned planning and organization of project activities.

The project director also met regularly with the management staff for direction and coordination of activities. This included weekly meetings with the evaluators during the first semester.

During the year the project director had contact with the director of Information Services, the Veterans' Affairs Office, Academic Development, the Admissions Office, and Enrollment Services as necessary to obtain services for the project and to plan future cooperation for expanding the project.

The director recruited and met with members for a career development advisory board that included representatives from campus and off campus.

Meetings with the director of the Institute for Research and Services were for the purposes of coordinating work with other higher education institutions in the state.

The project director also met with the director of University Planning to discuss the future location of the Career Development Office at the university and to make plans for its operation in the coming years.

Regular meetings (weekly during the fall semester) were scheduled with the evaluation team to exchange information and make progress reports. The director met on five occasions with the external evaluator to assess the project organization and make changes in the schedule or activities if necessary. He also communicated with the external evaluator by letter and phone. Close contact was kept with the project officer, Dr. Terry Newell. Newell visited the campus on one occasion.

Contacts with faculty. The central thrust of faculty contact was to present the concept of transferable academic skills to university faculty. The director met individually with faculty members (meeting with some faculty members each week) to enlist their cooperation with the project and to offer explanations of the purpose and design of Career Development. A major theme was the academic basis of the program and an interpretation of the academic dimension.

The goal was for the faculty members to begin incorporating information into the classroom, to teach transferable academic skills, and to realize (from the impact of the program) that this is an important aspect of the teaching-learning process.

Letters were sent to each of the deans to request attendance at faculty meetings in all colleges and departments. The director arranged

and attended meetings in all departments that gave a positive response to the request. He attended twenty-four faculty meetings, primarily during the first three months of the fall semester. At the meetings, the project director presented a brief description of the project. He attempted to gain support of the faculty by emphasizing the aspects of the program relevant to that department. He provided an opportunity for questions and discussions. His main focus was to "sell the program," and he presented ways in which the faculty could implement career development in the classroom such as presenting to students the career implications of their courses. He also explained how the program would be a motivational aid to the students by lending relevance to learning experiences and developing transferable academic skills.

In an attempt to measure the extent of cooperation of the faculty, a card requesting the use of one hour of class time for discussions of the career implications of the course was sent to all faculty members. An example of the card may be found in the Appendix (Attachment A). The results of the return of the cards can be found in a table in the Management Objectives section since this related specifically to one of the program objectives.

The overall response from the faculty members at the meetings was somewhat negative (based on the reports from the meetings attended by evaluation team members.) The main reason appeared to be that they felt they could not afford to devote fifty minutes of classroom time discussing career implications. The general feeling was that academic material was more important.

In summary, only moderate interest was shown in most of the faculty meetings attended, though in some areas the response was more positive.

The project director attended the department chairmen's meetings, and he felt that these were significant. They provided an opportunity for presentation of the program and for interaction.

Contacts with coordinators. The coordinators for the project were appointed in late summer and early fall. During August, the director met with prospective coordinators. In September, the coordinator for each of

the twenty-two components, the management staff, and the evaluation team participated in a retreat at Cheaha Mountain Lodge. The director worked with Dr. Leeman Joslin, the faculty development coordinator, on planning the retreat. During the planning sessions, some decisions were made as to what the retreat should accomplish. The purpose of the retreat was to provide the coordinators an opportunity to get acquainted, to become oriented toward career development, and to plan the year's objectives. Joslin was responsible for making arrangements and designing the activities for the retreat.

The retreat offered a general orientation to the program, and it was felt that it should be off campus to avoid interruptions. Cheaha was selected because it is small and provides isolation. The setting facilitated interaction even at meals since the tables were arranged to seat small groups. The coordinators came from all segments of the university and for the most part had not interacted on previous occasions.

The director gave the opening presentation in which he stressed the concept of linkages. The theme was that linkages should develop effective communication and understanding among those involved in the Career Development Program. Joslin then made a presentation on some of the basic concepts of career development, specifically that it is a developmental process from childhood through adulthood and that aspects of career development are inherent in every facet of education and training.

During one of the sessions, the coordinators were divided into small groups by areas then rotated with other groups so that everyone had the opportunity to interact with all the others.

The retreat also involved working on the objectives of each area for the program. Some information was presented on how objectives should be written. The evaluation team members, Dr. M. Ray Loree, Dr. James E. McLean, and Gail Howard, were available to offer assistance during the actual writing of the objectives. In addition, plans for implementation of the objectives were also developed during the sessions (see Attachment B for criteria for objectives, plans for implementation, measurement, and

baseline data). It was stressed that where possible the objectives should be measurable and that the techniques for data collection should be appropriate. It was also stressed that coordinators should not give up desired project outcomes merely to achieve objectivity.

Each coordinator was given a reporting form specifically designed for the project (see Attachment C). It included a section where the objectives were to be written and a section for implementation plans. These sections were filled in at the Cheaha retreat. The forms were used throughout the year to report progress, provide comments, and make revisions. The project director and those involved in the retreat felt that it was a good way to get started on the project and that it accomplished its purpose of establishing interaction and communication among the coordinators. This later proved beneficial to the program. Joslin felt that some type of similar activity (in the form of an off-campus meeting of all project staff) would have been beneficial and helpful in maintaining motivation.

The newsletter, *Career Developments*, included reports of the activities at Cheaha and summarized the efforts of those involved. It helped bring about a better understanding of roles and a clearer and more realistic picture of the purpose of Career Development.

Also in September, the director met weekly with the coordinators. He provided further orientation to the program, disseminated information, and planned activities.

During the year, meetings were held with each of the coordinators individually, with the coordinators in small groups, and in scheduled monthly meetings of all coordinators and interns. These meetings proved to be productive by providing enrichment and problem discussion activities. The content of the sessions ranged from such tasks as assisting the development of an instrument to survey faculty attitudes toward career development to planning for the incorporation of some aspects of the Career Development Program into freshman orientation at the university. Topics discussed included the Conference on Career Education that was sponsored by the National Institute for Higher Learning in Washington,

D.C., the planning of a conference on the education-work issue to include the community and junior colleges in the state as well as business-professional-labor people in the community, and planning the dates that CLEM (mobil information unit) would be stationed at the various buildings on campus.

The coordinators and interns were generally enthusiastic about the program and were positive about its potential gains. However, toward the end of the academic year, interest began to dwindle and motivation was not as high. One indication of this was the decreased attendance at the coordinators' meetings.

In general, the meetings with the individual coordinators were held for the purpose of planning, organizing, evaluating, and directing. The content of the meetings of the director and coordinators varied because the emphasis in the components differed.

The project director met often with the faculty development coordinator, and these meetings were concerned with how to get the faculty involved in the program and how to develop positive attitudes toward the concepts of career development.

During the first semester, the director met weekly with the faculty development and mainstream coordinators to plan ways of accomplishing faculty development. During the second semester, these meetings were biweekly. The meetings provided an opportunity to update what was happening with the programs for faculty, to discuss problems, and to give encouragement to areas that were experiencing some negative response.

The project director met with the coordinators from Counseling Services to provide assistance in planning both the freshman orientation program and the Women's Career Service program. For planning the means of providing career information, the project director met with the coordinators and interns from the Career Planning and Placement Service as well as the director of Information Services. The director worked with the outreach coordinator in planning an education-work conference that involved educators from the state and business-labor-professional members of the community. He also worked with the coordinators on providing services for other institutions that were attempting to implement career

development programs.

Tuscaloosa Area Activities

The project director's contacts with the Tuscaloosa area were primarily involved with laying foundations for community-university interaction and understanding. He also offered services to institutions in the area that were interested in beginning career development programs. The project director had several meetings with the Tuscaloosa and Northport Chambers of Commerce in an attempt to set foundations for "Project Work Learn--A Community University Venture." The director attempted to gain support for the project from the community. Also, he wanted to begin plans for providing work experiences in the community for students and to obtain resource persons who would be willing to speak to classrooms. The director met with alumni leaders for the same purpose. Services were provided for a city high school and a private elementary school that expressed an interest in establishing career development programs.

Although no definite plans were made for speakers or for internships in the community, relationships were established that could lead to carrying out these activities in the near future. A good beginning was made in developing the community-university ties.

Statewide Activities

Work at the state level involved administrative planning with state personnel, speaking engagements, and attendance at state association conferences. The purpose of many of these activities was to present the Career Development Program to various groups in the state and in some cases attempt to gain services for the project. The major emphasis again was to promote relationships between campus and the community.

In August, the director made trips to Montgomery on three occasions. He attended the State Career Education Conference and met with a representative from the United States Office of Education. Casella also had meetings with prospective members for the advisory board of the project. Half of the board members were to be from the community (represent interests

off campus) in order to set up cooperation and communication between the campus and community. Work was also begun on the outreach program, and there was a meeting with the director of Academic Affairs. The project director met with the director of the Alabama Occupational Information System (AOIS) to discuss obtaining the services of their computerized information center for The University of Alabama. During this month, the director also went to Birmingham to meet with prospective board members.

In September, the project director attended the conference at Cheaha. He spoke at an Alabama Personnel and Guidance Association meeting. (He addressed this group again in April.) In October and February, the director met with the people in the State Department of Education in Montgomery.

In December, the director spoke at the Alabama Association of School Boards in Montgomery. He was a guest speaker at career education dinners in Birmingham on two occasions (February and April). These dinners were scheduled by the Institute of Educational Leadership for improving the campus and community relationship. Casella was asked to speak as a campus representative.

In March and April, the three scheduled Education Work Conferences, which were developed in conjunction with the outreach services, were held. These included Lawson State Community College in Birmingham, Northwest State Junior College at Phil Campbell, and Lurleen B. Wallace Junior College in Andalusia.

In May, the director met again with the director of the Alabama Occupational Information System to complete plans for the system's installation on campus in the fall of 1976.

During June, the project director attended the Alabama Conference on Career Education on the University of Alabama in Birmingham. He also did a radio program, "Alabama Forum--The Value of a College Degree," and made two video tapes, "The Need for Career Education at the University Level" and "Strategies for Infusion of Career Education at the University Level."

The activities of the project director within the state were varied but were generally related to promotion of the project and to seeking relationships with areas that would be important to its operation.

National Activities

The project director's participation at the national level included working with other institutions that were establishing career development programs, speaking engagements, and meetings with national organizations.

In August and January the director attended meetings with other project directors in Washington, D. C.

In August and on several occasions during the year, he met with the regional Sears representative. These meetings were concerned with industry-education cooperation as well as employment for minority groups.

In October, the director began working with Jackson State College in Jackson, Mississippi, on that institution's plans to begin a career development program modeled after The University of Alabama. He met with them on subsequent occasions in November and March.

During October, the director attended the National Association of College Admission Counselors in Atlanta, Georgia. He spoke at the National Forum on Career Education in Washington, D.C., and attended the forum again in February. Arthur Dunning, the assistant director, spoke at the convention of the Society for Field Experience in Education in Denver, Colorado.

In December, the project director went to California and met with various personnel at Southern California about their career development program. He also spoke at St. Edwards' College in Austin, Texas.

In January, the director attended a seminar with other policy makers sponsored by the Institute for Educational Leadership in Washington, D.C.

In February, the project director went to Ball State in Muncie, Indiana, to work with Ball State University personnel in setting up a career development program. While there, he participated in a panel for a career education seminar that was televised live to fourteen colleges in Indiana. Those watching were able to phone in questions and

receive answers from the panel members.

In April, the director attended the National Cooperative Education Convention in New Orleans, Louisiana.

As a part of the Institute for Educational Leadership (IEL), programs policy makers from Washington visited the campus to have firsthand experience with the project.

In May, the director served as a consultant to the University of Kentucky. He met with deans and vice-presidents to plan a career development program for that institution. He also attended a meeting of the Middle Atlantic Placement Association.

In June, the project director went to San Francisco where he met with the project director of the National Career Development Project in Higher Education. He also met with the director of the Work Learn Center of the University of California at Davis and the director of Career Planning and Placement Service at Davis. In addition, he met with the dean of Academic Planning at California State University at Sacramento.

The major emphasis of activities at the national level was to provide assistance and information to other higher education institutions about the process (used at The University of Alabama) to establish and operate the Career Development Program. One of the purposes of the program was to serve as a model.

Summary

The greatest percentage of time in the director's schedule was devoted to campus activities during the early stages of the project. The largest focus was on faculty development as a means of accomplishing the project objectives.

The next greatest emphasis and amount of time was spent in developing campus-community relationships and laying groundwork for community involvement. This included speaking engagements and work in the Tuscaloosa area and on the state and national levels.

During the second semester more emphasis was directed toward activity on the national level. The work with other institutions in establishing

and implementing career development programs involved more effort and time during the later stages of the project. This was important in terms of accomplishing the goal of being a model program. During this period of time (spring semester 1976), the project's assistant director, Arthur Dunning, carried on the majority of on-campus activities for the director.

Management Objectives

The management staff developed ten objectives for the project year. Success in meeting these objectives was evaluated in terms of information from the logs, observation by evaluation team members, and interviews by evaluation team members.

Objective 1a. As regards the relationship between the classroom and the world of work, the management staff will promote education-work relationships among state business, professional, labor, and governmental leadership by organizing and working with a career development advisory board.

This objective involved the development of an advisory board. Members for the board were obtained from both campus and off-campus sources, and the board was operational during the year. The purpose of the board was to develop relationships between the college and community.

Objective 1b. As regards the relationship between the classroom and the world of work, the management staff will encourage all program components to promote community-university interaction by

a. helping Work-Learning Services form a resource bank by developing a personnel resources exchange (including speakers, curriculum consultants, and adjunct faculty);

b. speaking to various community service groups regarding the resource bank; and

c. speaking to various university groups regarding the resource bank.

The resource bank concept developed into "Project Work Learn--Community/

University Venture." The meetings with the chambers of commerce and alumni leaders were held to lay the groundwork for developing resource exchanges (including classroom speakers).

Objective 1c. As regards the relationship between the classroom and the world of work, the management staff will promote cooperative educations, work-study experiences, internships, field experiences, and experiential education of all sorts by having meetings that focus on these topics with

a. career development coordinators,

b. faculty, and

c. the business-labor-professional-governmental community.

The meetings with chambers of commerce also dealt with the possibility of establishing internships and work experiences for students in the community. In addition, the director's meetings with the appropriate coordinators (outreach) were also related to this area. Although none of these activities (resource speakers or internships) took place during the year, definite plans were made for instituting them in the coming years.

Objective 2a. As regards work values, the management staff will promote work values discussions in every class taught at The University of Alabama by

a. requesting that every faculty member discuss work values in his/her classes, and

b. working with the faculty development and mainstream coordinators.

Meetings held with faculty members and faculty development and mainstream coordinators were concerned with encouraging the faculty to discuss work values in the classroom.

A card that requested each faculty member to devote at least one hour (during the semester) to discussing the career implications of his/her course was sent to all full and part-time faculty (see Attachment A). Table 1 reports the number and percentage of positive responses by college to devoting at least one hour to the career dimensions of the course. The

highest percentage of returns were received from the professionally oriented areas as compared with the College of Arts and Sciences (traditionally academically oriented), which had the smallest percentage return. It is also interesting that 50 percent of those who received the cards responded positively, which seems impressive for a beginning effort.

Table 1

Responses of Faculty in Each College Toward Devoting One Class Per Semester to Career Dimensions

College	Total Faculty	Affirmative Responses	
		Number	Percent
Arts and Sciences	281	103	36.65
Commerce and Business	69	61	88.41
Education	93	49	52.69
Engineering	7	5	71.43
Home Economics	32	30	93.75
Communication	17	7	41.18
ROTC	8	8	100.00
Total	507	263	51.87

Objective 2b. As regards work values, the management staff will encourage both Student Services and Academic Advising to focus on the values of work by cooperating with the Pre-Major Studies advisor, Counseling Center coordinators, and University Housing leadership.

Casella worked with the Counseling Center coordinators and with University Housing leadership. Their efforts were reflected in the career counseling services available through the dormitories and the services at freshman orientation. He also worked with Pre-Major

Studies through the coordinator for that area.

> Objective 3a. As regards transferable academic skills (T.A.S.), the management staff will organize a university-wide campaign promoting the importance of T.A.S. by holding sessions with the faculty for the purpose of examining developmental issues in today's changing society.

Casella felt that including transferable academic skills in classroom activities was the major point discussed in his contacts with faculty members.

> Objective 3b. As regards transferable academic skills, the management staff will promote the practice of outside speakers reinforcing their values in class.

Meetings with alumni leaders and the chambers of commerce were in part to begin work on obtaining outside speakers, but this was done indirectly. The use of outside speakers was encouraged in meetings with faculty members.

> Objective 3c. As regards transferable academic skills, the management staff will encourage academic career development teams to specify and promote T.A.S. by subject area.

Casella encouraged and promoted transferable academic skills to be focused by subject area. This was done in meetings with coordinators and faculty.

> Objective 4. As regards critical career skills, the management staff will promote weekly career skills workshops to be held by departments throughout the university. These workshops will be scheduled immediately following the placement of the mobile information unit in the building in which the department is housed (for example, Monday and Tuesday: mobile information unit is in a particular building; Wednesday: departments housed in that building conduct career skills workshops). The management staff will work with coordinators, deans, department heads, and faculty concerning optimum utilization of the mobile information unit.

Career Planning and Placement Center interns were responsible for the mobile information unit. The workshops in each area were to be arranged after the unit was stationed there. Casella worked with the coordinators

and the Career Planning and Placement Center on the most efficient usage of the unit. However, the workshops were not held on a regular basis; and Casella felt this was because the effort lacked cooperation from all those who needed to be involved.

Objective 5. As regards career self-concept, the management staff will promote the counseling, advising, and testing services in freshman orientation, residence halls, special courses and workshops, and referrals by participating in personal work sessions with the appropriate leadership.

Casella worked in conjunction with the counseling coordinator in developing services for freshman, the residence halls, and testing and advising services. The problem in this area seemed to be lack of publication of the available services, so they were used only minimally (see Chapter 8).

Objective 6a. As regards career information, the management staff will promote the mobile delivery system for career information and all available planning and placement services by working with the Career Planning and Placement coordinator.

Casella met with the Career Planning and Placement team to discuss the use of the mobile information unit and the other available services. Casella promoted these services in other meetings as was appropriate.

Objective 6b. As regards career information, the management staff will bring the national and statewide occupational and informational services of the Alabama Occupational Information System to The University of Alabama by becoming a consortium member of the computerized Alabama Occupational Information System.

Casella met with the director of the Alabama Occupational Information System (AOIS) on two occasions to make arrangements for The University of Alabama to become a consortium member. This service will be available to the university in September 1976. It has been available on a test basis during the summer of 1976.

Objective 7. As regards equality of career opportunity, the management staff will promote workshops and special career programs for minority, women, and handicapped students by working with the following groups:

a. Career Placement and Planning Service,

b. University Counseling Center,

c. Afro-American Association,

d. Women's Studies Program, and

e. the Institute for Higher Education Opportunity of the Southern Regional Educational Board.

Casella met with the Counseling Center in planning for the Women's Career Service. The work done with Title IX was related to the issue of opportunity for women. In addition, one of the management staff members set up a program concerned with equality and opportunity for blacks in employment. The meetings with the regional Sears representative were also related to employment for minority groups.

The first seven process objectives refer to the seven project goals listed in the original proposal.

Objective 8. The program director and his staff will install the major program components and operate the programs in terms of the management time lines, with two weeks' leeway before or after the scheduled dates.

The timetable for program operations was modified, when necessary, during the course of the project year, but completion of the tasks remained for the most part within the management time lines.

Objective 9. The program director and staff will document modifications in aspects of program operations as needed.

Modifications that were needed in the program operations were documented and included in the progress reports.

Objective 10. The program director and staff will disseminate information about the program through means of the following procedures:

a. Two progress reports per year will be disseminated to the U. S. Office of

Education, the community-university board, and the chief administrative officers of the university (president and vice-presidents).

b. At least three news stories will be provided to the press, along with at least two presentations for radio and/or television.

c. Inquiries about the project from interested institutions and individuals will be welcomed as a means of fulfilling the important project goal of serving as a model program for the nation.

The progress reports were disseminated as scheduled. The news stories were provided in conjunction with University Relations and Information Services in both radio presentations and video tapings for use on television. Casella visited institutions both within the state and nationwide and provided information about the operation of this project as a means of meeting the project goal of serving as a model for the nation.

PROCESS DESCRIPTION
Mainstream

The programs included in the mainstream are Humanities, Sciences, Social Sciences, Pre-Major Studies, Education, Home Economics, and Commerce. The mainstream also included six associated but nonfunded programs in Engineering, Communication, Social Work, New College, Cooperative Education, and Health Careers. All seven funded programs had a coordinator responsible for implementation of the project in that area.

The purpose of the mainstream and its participants included the development of a strategy aimed at creating individual career development projects and programs within each college and department. It also included extending these activities into the nonfunded programs where feasible. To this end, each coordinator called upon colleagues from respective departments collectively and individually. The three general goals of the mainstream program were:

1. to incorporate into every undergraduate course basic aspects of career development and how they relate to the student,
2. to assist in obtaining in every undergraduate department a course related to experiential aspects of that field,
3. to aid in providing an opportunity for undergraduates to have access to career counseling, career information, and skill development.

Collective Description

All coordinators submitted monthly reports of progress on progress report sheets (see Attachment B). The evaluators also worked individually with the coordinators of the Humanities, Social Sciences, and Home Economics programs. At the end of the year, the coordinators rated the effectiveness of their activities. The following list represents a hierarchical grouping (from most effective to least effective) of activities related to coordinating the mainstream portion of the career development project.

Most Effective

- --establishment of contacts with other faculty members.
- --interaction with Terry Newell on project progress.
- --letters to faculty along with Career Development card.
- --commissioned papers on career development, student assignment.
- --outside speakers brought in to discuss aspects of career development with students.
- --ideas and expectations obtained of students' attitudes toward career development through self-constructed questionnaires.
- --sponsorship of a Career Day in each department, during which speakers from industry and graduate school and other related areas were asked to speak and answer questions about areas of student concern and interest.
- --creation of bulletin boards in some departments for news about opportunities and general career development information.
- --Career Day Dance where general information about career development and the world of work was made available.
- --panel discussions composed of present and former students relating information and answering questions.
- --independent surveys evaluating the adequacy of curriculum offerings in relationship to current and projected job markets.
- --a career clinic in which students were given information and encouraged to ask questions about particular areas of interest.

Moderately Effective

- --preparation of report on activities for next year's proposal.
- --readings in books on career development theory.

--individual meetings with students. Effectiveness was a function of student interest (if student was interested, very effective; if student was not interested, not effective).

--reports on activities to other faculty members.

--memoranda to other faculty.

--attendance of meetings, conferences, seminars.

--compilation of graduates and jobs currently held (within last five years).

--development of objectives for career development.

--interns' speeches on career development to high school students.

--interns' meetings with faculty and students.

Ineffective

--meetings with one department; very negative attitude presented.

--meetings where students did not show up because of lack of interest or poor advertising.

--vague objectives.

--disinterest and refusal to cooperate of some faculty members.

In summarizing these ratings, it should be noted that not all coordinators shared exactly the same opinions about the effectiveness of each activity. For example, obvious discrepancies existed in ratings by coordinators of faculty members' attitudes toward the Career Development Project. Some faculty members demonstrated greater enthusiasm and interest than others. The faculty of some departments maintained preconceived ideas of career development and reacted to coordinators differently. Thus, coordinators developed attitudes toward the faculty based upon their interactions, all of which were varied.

The above represents an example and does not attempt to delineate all of the many and diverse causes for differences found in specific ratings. The ratings represent majority opinions about the specific effectiveness of coordinator attitudes in implementing the mainstream portion of the Career Development Project.

Individual Descriptions

Each section of the mainstream portion of the Career Development Project had a coordinator. Many of these people were instrumental in

establishing new and different activities in their particular areas. The following represents a summary of the major project-related activities of each coordinator. It does not attempt to delineate all of the activities.

Humanities

The coordinator for Humanities was Dr. Sara Davis. Davis and her interns were involved in researching and recording information on the liberal arts aspects of the career development plan. Contact with specific faculty in areas of art, American studies, religion, Chinese, and English were made to encourage a better atmosphere for the exchange of information. An unusual design was employed in conducting a career forum for the Humanities department. Keynote aspects of the forum included the following:

1. A general definition of career development was provided and examples given to change it into a very specific, highly personalized definition for the student.
2. Organizational information about component aspects of career development were covered (included mainstream, outreach, support, and management).
3. Specific objectives of the liberal arts program were introduced and modifications based upon student desires were incorporated.

The forum proved to be beneficial in that it provided clear, concise concepts of career development in the liberal arts program.

Sciences

Dr. Tom Bauman, coordinator for the Sciences, has sponsored several speakers, supervised collection of data, and encouraged companies and/or industries that may be potential employers for students to aid in conducting on-campus seminars.

Bauman felt that a gap existed in many of the faculty members' minds concerning the importance and the part career development should play in the university. He also felt that many faculty members simply "did not care." However, he thinks that through a concerted effort more

faculty can be drawn in and made to understand the relationship between course work and career development.

Social Sciences

Dr. Majeed Alsikafi, coordinator, and his interns have spent much time establishing direct contact with academic departments in Social Sciences. In relationship with most of these contacts, he has found a high degree of cooperation and a desire to know more about the Career Development Project. In response to this, he has provided many faculty members with the conceptual framework from which the project has evolved.

Home Economics

The coordinator for Home Economics was Becky Heath. Heath and her interns actualized their program by compiling occupational information on Home Economics graduates of The University of Alabama within the past five years. With this information, they compiled a second group of data on present types of careers available. Through comparing and contrasting these two lists, they have provided students with realistic perspectives and some idea of future trends in the area of Home Economics.

Heath has also attempted to bring other faculty into the mainstream by personal contact and mail. She feels that many of the faculty members have been very responsive and that they are encouraged by the progress of the project.

Commerce and Business Administration

The project coordinator for Commerce and Business Administration was Dr. Morris Mayer. In an attempt to reach as many outside groups as possible, Mayer presented a program on careers in business at the Hillel House. Both he and his interns have taken the initiative to contact all student organizations within Business and Commerce and inform them of ongoing activities. Through leaflets and billboards, the dissemination of information has been extended outside the College of Commerce and Business Administration and has drawn outside students to meetings. This has been viewed as extremely beneficial because it adds different perspectives during discussions and meetings.

One interesting and apparently effective method utilized by the Mayer team was brainstorming. Mayer held weekly meetings to brainstorm and design actual plans for implementation of the project goals.

Summary

With respect to overall effectiveness of the mainstream programs, the wide diversity and ingenuity with which this project was implemented is one of its most noticeable aspects. Coordinators drew on resources both near and far from their areas of expertise. Many used community and student ideas to communicate facts, principles, and information. Others looked at different approaches in obtaining the necessary information in meeting their goals. Perhaps, if an area of weakness is to be found, it is in not communicating earlier the diverse ideas each participant had and not fully using the resources of the support component.

PROCESS DESCRIPTION
Support

The support component was designed to aid and assist the Career Development coordinators in the implementation and dissemination of relevant career information. More specifically, it was to assist in the academic mainstream by providing

1. career education materials and methods,
2. accurate and current career development information,
3. testing and counseling services,
4. internships and work learning assistance,
5. an explicit career exploration course, and
6. special information and opportunities for minority, handicapped, and women students.

The support system was composed of four areas: (1) faculty development, (2) Career Planning and Placement, (3) Counseling Center, and (4) a university-wide career exploration course. Each area was supervised by a coordinator who was also a member of the faculty. The coordinators implemented specific activities and directed improvements. Because of the uniqueness and diversity of these four areas, each is described individually.

Faculty Development

Faculty development was coordinated by Dr. Leeman Joslin and appointed interns. During implementation of the project, this group was instrumental in developing the faculty members' understanding of what career development was and its goals, complexities, concepts,

rationale, and methods.

Joslin was selected as faculty development coordinator because of his interest and expertise in the theoretical framework and rationale behind career development. Because of the complexity of coordinating a university-wide program, a problem seemingly existed in providing an operational definition of his role. Joslin felt that this was an explicit weakness and that he could have been much more effective had he been provided with such a definition.

In relationship to other aspects of his role, he felt that the meetings among coordinators were not sufficiently emphasized. Thus, they were poorly attended. He hypothesized that this condition may have stemmed from a lack of commitment and/or a lack of structure. He has since recommended that attendance be made mandatory through some sort of formal commitment on the part of the coordinators. In brief, Joslin feels that it is of paramount importance to have a greater degree of participation in the planning and problem-solving sessions by the coordinators if the program is to be successful.

Career Planning and Placement

The Career Planning and Placement Center was the main source for the dissemination of career information. The project director met with the coordinator, John Sofie, interns, and the director of Information Services to plan the means of providing career information. During these meetings the group managed to pilot a number of unique projects.

Up-to-date, reliable information on all types of full-time and part-time jobs was made available at both the Career Planning and Placement Center and through the university-wide program utilizing a mobile career information unit called CLEM. CLEM's function was to aid in dissemination of information to students from different departments by taking the unit to the student rather than through traditional means. A workshop was also to be scheduled for each career area after CLEM had been stationed there. This was to be done on a weekly basis. However, because of lack of coordination, many scheduled workshops did not materialize. In an attempt to increase available information to students, a career information

phone, which would have been part of a computerized system of career development information, was explored. However, for economic reasons, its feasibility diminished.

Presently, the Career Planning and Placement Office offers information and conducts workshops in résumé writing and job hunting. It also aids the job-hunting student by taking him through a series of simulated interviews using a decision-oriented approach. The Career Development grant enabled the Career Planning and Placement Center to further develop its capabilities in this regard.

Counseling Services

The coordinators at the Counseling Center were concerned with two main areas: services for freshmen and a Woman's Career Service program. There was an effort to offer career counseling services through the dormitories and to provide career information at freshman orientation. The center offered training sessions for dormitory personnel in group procedures and made available a vocational exploration group to any interested student. The Woman's Career Service addressed specific problems of women in choosing careers and finding employment.

The project director felt that these services were mildly successful but could have been more so had there been publicity. He saw the problem as a result of a split between Academic Affairs and Student Affairs. This was reflected in an unwillingness of those in the Counseling Service to encroach on the domain of the classroom. He felt that the most effective means of disseminating information about the services would have been through the classroom itself rather than posters or leaflets. The director felt that it would be of great value to attempt to overcome the separation between the academic area and student area.

Career Exploration Course

The coordinator of the career exploration course was Dr. Robert Comas. In implementing the course, Comas provided the opportunity for students to examine their strengths and weaknesses, propose their occupation, and attempt to integrate knowledge about themselves and their particular area of interest. Opportunities for students to analyze job areas,

participate in cooperative educational and internship experiences, identify factors that influence career choice, develop skills in the decision-making process, and identify major variables that affect work success and satisfaction were made available. The success of the course is reflected in the overwhelming student response to it. Many prospective students have had to be turned away.

Summary

In relationship to the overall activities of the support team, they were highly instrumental in aiding the student in obtaining information, providing opportunities for self-exploration, and supporting students and faculty in exploration and implementation of specific and general aspects of the Career Development Project. However, it appears that a greater degree of success could have been attained had there been more cooperation between mainstream coordinators and the support coordinators.

PROCESS DESCRIPTION

Outreach

The outreach portion of the Career Development Program grew out of a need to provide the university population with a chance for greater involvement with business, labor, government, and other forms of community life. It was also designed to aid in eliminating any redundancy in other preexisting programs located outside The University of Alabama.

The outreach programs involved five specific areas: (1) Preservice Teaching, (2) Work-Learning Services, (3) In-service Teaching, (4) Alumni Career programs, and (5) Consortium Career Task Force. Each of these programs had a Career Development coordinator. It was through these coordinators that the following objectives were formulated:

1. to develop a Career Development board that would guide cooperative community-university programs,
2. to initiate interaction with the community through internships that provide students opportunities to participate and share in community activities,
3. to emphasize the importance and interrelatedness of career education and teacher training,
4. to provide students with alumni speakers and consultants,
5. to bring the university population and community together through the Consortium for Development of Higher Education.

The five program areas provided a comprehensive program for implementation of the desired goals. Through a system of speakers, workshops, and meetings, outreach members met with interested

representatives from respective organizations and incorporated general objectives into the career development scheme.

Teacher Preservice

The method of delivery for this component was the Educational Psychology course (BEP 263) that all prospective teachers must take for state certification. There were two process objectives for the course with regard to career development: to provide the students (prospective teachers) with the ability to use career concepts to their advantage in teaching and to further their own career development through providing career information and career experiences.

The course was instituted to facilitate these objectives. In one large lecture session per week the main cognitive aspects of the course were delivered. There was also one discussion section per week (limited to about twenty-five students) where the students could ask questions, make comments, and get personal help. There was one laboratory session per week where the students were provided some type of practical activity.

The Career Maturity Inventory was administered before and after the course to all the lab sections of BEP 263 to determine if the inclusion of career development activities had been effective and also if the instrument was suitable for a college population (see Chapter 7).

The lab sections used various activities to fuse career development into course material. A monthly report was written by each instructor describing the activities and giving an estimate of the number of class hours spent on career development activities.

At the beginning of the semester, discussions in the lab sections related career development to the objectives of BEP 263 and stressed the importance of infusing career development into curricula. In some lab sections, small groups were formed to discuss the merits of career development. They were also assigned tasks that included writing educational objectives appropriate to the student's future teaching specialty.

The activities in the lab sessions included individual projects developed by the students. To the extent possible, these involved

practical experience off campus observing actual classroom situations. The purpose of the projects was to give students the opportunity to apply career development concepts to their own area of interest. One class constructed a "mini course" in career education.

Two outside speakers gave presentations to the classes during both semesters. Dr. Bruce Wright, coordinator of the Career Education Program in Opelika, Alabama, spoke at the large lecture sessions and attended several of the lab sessions. Wright described the objectives and operation of the Comprehensive Career Development Program in the city school system at Opelika and its influence on the overall education of the children. Willita Goodson, associate director of the Placement Service, also spoke during the lecture sessions. Her presentation included information about approaches to securing employment, the job market in education, and the services of the Placement Office.

During the early part of the spring semester, considerable class time was devoted to career education concepts. Approximately forty class hours were spent during the lab sessions on factors relevant to career education.

One activity during the second semester was an assignment to write a paper on career awareness. In one section, the students were divided into groups according to vocational goals, and they discussed information related to these vocations. The students (as a project) could choose to contact workers engaged in various occupations to gather information that would be relevant to them in career decision making.

The students in all lab sections (during spring semester) filled out the Personality Orientation Inventory (participation was optional). The survey purports to measure the degree of self-actualization of the individual. The results were analyzed on a group basis and for individuals if they so requested.

Throughout the year attempts were made to make educational and psychological concepts relevant by giving examples from the classroom. Relationships were also drawn between the course material and career education concepts. The main problem was that some of the topics in

Educational Psychology are difficult to relate directly to career education.

The response of the students to this program was positive, and good discussions were fostered by involving the career education materials. In all, about 800 future teachers were exposed to an intense career development experience.

Work-Learning Services

The coordinator for Work-Learning Services was James Kellen. During the implementation of the outreach portion of the Career Development Program, Kellen made contributions in the development of a career education resource bank, sponsored speakers during Career Day, and met with students seeking information on field experiences and career development. Kellen felt that the overall effectiveness of the outreach team significantly contributed to increasing positive relations among the community, the student, and the Career Development Project.

In-service Teaching

In-service Teaching was designed to aid prospective teachers in gaining greater insight into the interrelatedness of the world of work and community structure. The coordinator, Randy Tack, with the outreach team's support, made significant inroads into this area. Tack took students and teachers into Druid High School where he supervised dissemination of information through speakers and individual interaction. He also worked closely with the Alabama State Department of Education in formulating workshops for several school districts and junior colleges in the area. Tack noted that through these workshops educators in surrounding institutions have been constantly informed of changes and revisions in the university's program. Consequently, provisions have been made to aid and assist them in revising their plans. Tack felt that if duplication of existing programs is to be avoided, while maximizing communication among institutions, activities such as the above are essential.

Consortium Career Task Force

The Alabama Consortium for Development of Higher Education (ACDHE)

was organized in 1969 and presently consists of six colleges and universities. In 1975, the consortium established career development as one of its top priorities. For accomplishment of this activity, a task force comprised of representative faculty and staff members from each institution was established. Otis H. Owens coordinated this effort.

Working cooperatively with representatives of the institutions, the coordinator determined that faculty development would have the greatest impact and most lasting effect in aiding the Career Development Project. She realized, however, that the Career Development Project already had a faculty development component. Because of this, it was decided that this program would join with and expand from the preexisting one. Thus, representatives from each institution were selected and invited to participate in the consortium activities.

The outreach program presented a series of workshops and seminars that began at Cheaha State Park. Cheaha served as a meeting ground for program directors and coordinators to share information and consolidate their plans for the coming year. During this meeting, many new and diverse ideas were generated through group interaction. Participants expressed favorable attitudes toward the project's goals and expressed a desire to "get going."

Other activities sponsored by the consortium included a series of weekend meetings conducted in Tuscaloosa. These meetings were designed for exchanging ideas between ACDHE and mainstream.

In response to the desire of students for relevant career information, the consortium provided a two-day workshop supervised by the Vocational Exploration Group. Through this workshop six representatives gained skills and techniques for assisting students in looking at the three critical links of career exploration: (1) job function (What is the job like?), (2) job demands (What does the job require?), (3) job satisfaction (What does the job offer?). Through this format students were aided in exploring themselves and the world of work in a systematic fashion.

Another seminar was held with students and faculty at Miles College. The focus of this forum was to provide a base for women in career

exploration. Its format included lectures and personal interaction among students, faculty, and successful women in selected careers. This interaction served to increase awareness in women concerning certain nontraditional career areas. It also aided in creating an interest in a higher degree of commitment for developing marketable skills.

PRODUCT RESULTS
Faculty Baseline Data

One of the major emphases of evaluation during the initial project year was on attaining reliable and valid baseline data. It was felt that if the project could improve faculty attitudes toward career development, its impact would be lasting. In order to measure this possible project impact, a faculty attitude survey was developed and administered to The University of Alabama faculty.

Instrument Development

The following is a description of the development of an attitude survey instrument designed to sample the faculty's attitude toward the Career Development Program, along with the results of the survey and a discussion of their implications.

Generation of Initial Items

A list of potential items was developed based on information about career development. The purpose was to generate as many items as possible in order to retain the best items for the final instrument.

The first step involved researching the topic by reviewing all available material relevant to career development. This included newspaper articles, journal articles, and reports from other institutions with similar programs. The selections included statements both pro and con toward career development. (For a list of materials used see Attachment D.)

Evaluation team members read articles, and each member wrote a series of statements (based on the information obtained from the readings) that

expressed either positive or negative attitudes toward career development. Members of the evaluation team developed statements based on their own opinions. Several team members were involved in more thoroughly canvassing the available resources.

The statements were grouped and duplicates eliminated. Professors on the evaluation team then reviewed the list to determine if the statements expressed different ideas, if the list included a wide range of attitudes, if the statements were unambiguous, and if they were related to the topic. The original list contained about 100 items of which about 65 were retained for the first test instrument.

Content Validity Check

As part of the developmental process of the attitude survey, the items were evaluated by a group of judges who have expertise concerning the topics in order to eliminate ambiguous or otherwise inadequate items.

The sixty-five items were incorporated into an instrument using a seven point scale to rate the statements on their favorability toward career development. The statements were typed consecutively with the seven point scale diagram above each one. The scale was labeled: 1 (strongly negative), 4 (neutral), and 7 (strongly positive). The judges for the process were the coordinators and interns of the different areas involved in the Career Development Project, which totalled about thirty-two people. These appeared to be the most appropriate content judges since they represented the target population (the university faculty) and were well informed on career development.

The instructions to these judges were to rate the items on the seven point scale according to how positive, negative, or neutral they felt each statement was toward career development. They were asked not to express their personal attitudes about career development but to rate the statement's favorability toward career development.

Analyzing the Results

After collecting the ratings from each of the judges, the responses were analyzed. A computerized item analysis was done to provide mean, standard deviation, median, and semi-interquartile range. In this way,

the ratings were interpreted as representing both ordinal and interval data. The statements that had means between 2.75 and 5.25 and/or a standard deviation of 1.4 or greater were eliminated. The statements that had medians close to 4 and/or a semi-interquartile range of 1.2 or greater were also eliminated. Thus, items with a mean or median near the center of the distribution were discarded for failing to portray either a positive or negative attitude toward career development, and items with a large standard deviation or semi-interquartile range were discarded for failing to elicit agreement about their favorability toward career development.

The Final Instrument

The items that were retained after the item analysis procedures were incorporated into the final instrument. Some additional steps were taken to polish the final draft of the survey.

The items were again reviewed, and a few that still duplicated other items were dropped. The items were also reviewed to achieve consistency of language throughout the instrument. In order to make the statements as brief as possible, any excessive phrasing or wording that did not contribute to the meaning of the statement was eliminated. The final instrument consisted of forty statements (see Attachment E).

The final instrument incorporated a five point Li kert-type scale. A diagram of the scale was typed above each of the statements in the survey. The scale was labled: 1 (strongly disagree), 2 (disagree), 3 (undecided), 4 (agree), and 5 (strongly agree). The subjects were asked to rate each statement according to whether they agreed or disagreed with it based on their opinions about career development.

Data Collection

The data collection procedure was designed to increase the return as much as possible. General characteristics of the university and its faculty were considered in its design, particularly general attitudes of the faculty toward filling out questionnaires.

The Sample

The survey form was sent to all 705 members of The University of

Alabama faculty. It went under a cover letter signed by the director (see Attachment F). A follow-up letter, also signed by the director, was sent to each faculty member one week later (see Attachment G).

Much attention was given to improving the rate of return. First, the instrument was kept as short as possible. Second, the name of the instrument was selected so that it would not appear simply to be canvassing attitudes but offering an opportunity to influence the program (Faculty Reflections--Career Development). Third, the survey was anonymous, and the amount of demographic data requested was minimal. All faculty members were asked to indicate years of experience based on broad intervals.

Characteristics of the Sample

The characteristics of the sample are described in terms of the return rate for the total sample and by comparison of the return rates among colleges. The factor of requesting college or department on the survey was included in the analysis.

In order to look at the effects of the amount of information requested on return rate, a randomly selected portion of the faculty was asked to include their home department on the return answer sheet. The remainder were asked only for college. When the surveys were returned, it was found that there was a statistically significant difference at the .01 level, indicating that those who were asked for department did not respond as frequently as those who were asked only for college (27 percent vs. 41 percent). This difference probably reflects the desire of professors to remain anonymous due to the suspicion that the results may be used for other than the stated purpose. The overall return rate was 35 percent.

Table 3 presents the return rates by college. Home Economics had the highest return rate, followed by the School of Communication, Social Sciences (ASSS), and Education. (The code for each college is indicated on the table. The College of Arts and Sciences was divided into three areas--Natural Sciences, Social Sciences, and Humanities because it is so diversified.)

Table 2

Survey Returns

	Number Sent Out	Number Returned*	Percent Returned
Request to indicate college	406	165	41
Request to indicate department	299	80	26
Total	705	245	35

*The difference between the number returned when college was requested and the number returned when the department was requested is significant at the .01 level.

Home Economics, Communication, and Education are, of course, professionally oriented schools, which may partially explain the higher rate of return in these areas. Social Sciences was one of the mainstream components that received major focus during the project year, which may in part account for the rate of return in that area. Although Humanities was one of the mainstream areas receiving major focus, it is not as professionally oriented as some others, and interest in a program like Career Development can not be attained readily or quickly. During the year, the feeling in this area (as reported by the coordinator) was more one of apathy than actual negativism.

As a graduate program, the Law School did not receive any emphasis from the project, which probably accounts for the low rate of return even though it is a professional school. The School of Engineering did not have a funded coordinator, and its participation in the program was minimal. The coordinator in the area of Commerce and Business Administration was enthusiastic, but this area may not have felt a need for this type of program.

This survey represents baseline data and should not be used to evaluate the effectiveness of a program that was in formulative

Table 3

Return Rate by College

College	Number Sent Out	Number Returned	Percent Returned
Arts and Sciences			
Humanities (ASH)	145	26	18
Natural Sciences (ASNS)	91	32	35
Social Sciences (ASSS)	50	27	54
Commerce and Business Administration (CBA)	91	23	25
Communication (COMM)	14	8	57
Education (ED)	92	42	46
Engineering (ENGR)	78	21	27
Library Service (LS)	36	14	39
Home Economics (HEC)	28	18	64
Law (LAW)	25	4	16
New College (NEW)	9	3	33
Social Work (SW)	29	8	28
No College Indicated (NC)		13	
Other	17		
Total	705	239*	35

* Six of the surveys returned could not be used for data analysis due to incomplete data.

stages during the 1975-76 academic year. An increase in return rate in subsequent years might be indicative of the increased impact of the program. This data simply represents a point of comparison and not an end product.

Results and Discussions

The results were analyzed in several ways. The pertinent comments of the faculty about the survey were summarized. Mean responses among colleges were compared. An analysis of the years of experience and faculty response were considered on an overall basis. The items were clustered into related content groups, and the total faculty response based on each group was analyzed (see Attachment H). A discussion of the results accompanies each section.

Faculty Comments

Some of the faculty members included comments along with or in place of the return of the survey. These are summarized and included here because they represent an additional dimension.

The most frequent comment was that the questionnaire took longer than the five minutes indicated in the cover letter if an adequate job was to be done. Several of the comments were related to the fact that the questionnaire was not assembled properly. (In some of the surveys the pages were stapled together incorrectly, but analysis indicates that this did not affect the return rate. Many of these were returned with the the order corrected.)

Some faculty returned the questionnaire explaining that they felt unable to complete it because they knew nothing about the program. In some cases, comments were written in beside some items because the person felt that the answer sheet and rating scale did not allow for adequate expression of opinions (the analysis allowed for blank items).

Some comments related to the items themselves: poor phrasing of some statements, use of jargon in the instrument, and the inclusion of some questions that insulted the intelligence of a professional person. One individual stated that because his/her area was already professionally

oriented and focused on developing career skills, it already had a Career Development Program, and therefore he/she did not fill out the survey. There were also positive responses indicating interest in the program and its continuation.

Scoring

Before analysis, the scale items were recoded to facilitate interpretation. Positive items were coded so that the number 1 (strongly disagree) became -2; 2 (disagree) became -1; 3 (neutral) became 0; 4 (agree) became +1; and 5 (strongly agree) became +2. Negative items were coded 2, 1, 0, -1, -2 respectively. Thus, a positive score can be interpreted as a positive attitude and a negative score as a negative attitude if it is assumed that all items are equally weighted. The possible total score for all items ranges from -80 to +80.

Of the 245 surveys returned only 6 could not be used for the data analysis.

Comparison of Means Among Colleges

Means and standard deviations were based on total scores and computed for each mainstream area. The mean indicates the relative attitude of the responding faculty of each college toward the program. If the number is positive, it indicates a favorable attitude toward the project.

Home Economics had the highest mean when considering all items. The standard deviation was small in comparison to the others, which indicates that the faculty of the college are in reasonable agreement. The Home Economics coordinator was enthusiastic about the program, and the faculty in Home Economics seemed responsive to the concepts of the program. This area is professionally oriented, and it seems that this program came at a time when some corresponding needs had been developing in Home Economics. There was much interest in infusing transferable academic skills into the classroom.

The next most positive response was in Social Work. Although no major emphasis was placed on this school by the program, it appears

Table 4

Mean Responses by College

College	Number	Mean	Standard Deviation
Home Economics	18	36.9	9.9
Social Work	8	32.8	9.1
Library Service	14	29.8	15.6
Education	38	29.2	21.4
Commerce and Business Administration	23	28.2	14.7
Communication	8	28.1	16.5
New College	3	24.3	30.1
Engineering	21	23.5	12.6
Law School	4	22.0	13.6
Natural Sciences	32	21.5	16.0
Social Sciences	27	21.2	15.8
Humanities	26	20.1	18.7
No College Reported	13	23.7	12.8
Total	239	25.9	16.8

that its professional orientation produced a positive attitude toward the program. The coordinator had expressed the opinion that Social Work could benefit from the program by developing and improving an already existing emphasis in this area. There was particular interest in the relevance of work experiences and awareness of the existing job market. The standard deviation for Social Work responses was the smallest of any area, indicating their relative unanimity.

The Graduate School of Library Service indicated a comparatively high positive response. This area did not have a coordinator but again is professionally oriented. The standard deviation in this area was somewhat larger, indicating that there was more variability among responses.

The mean response in Education was close to that of Library Service, but the standard deviation indicated still more variability in attitude. In other words, in Education there were higher positive responses but also more negative responses, which increased the variability about the mean. Thus, this mean probably does not adequately represent the typical attitude of a faculty member in Education.

The attitude in Commerce and Business Administration was comparatively positive though the return rate was relatively low. Communication indicated an equivalent mean to Commerce, but the response rate was substantially higher. Both Commerce and Communication are considered professional schools. The area of Commerce received more Career Development emphasis, and the coordinator was very active.

The mean for Engineering was relatively low, indicating a less positive attitude. This area did not have a funded coordinator and was not actively involved in the program, which may account for this low mean even though it is a professional school. However, the standard deviation was not large (comparatively), suggesting that generally the attitude in Engineering was not as positive as in other professionally oriented areas.

Both Law and New Colleges had only a few faculty members responding. Thus, no attempt was made to interpret these returns.

The areas that exhibited the least favorable attitudes were in

Arts and Sciences, which might be expected since these are traditionally the most academically oriented and the least professionally oriented areas.

In Social Sciences the return rate was relatively good, but the purpose seemed to be to express a more unfavorable attitude toward the project. The coordinator in this area was concerned because the response from the faculty had been negative. However, the mean was positive, so the attitude was probably more toward neutral or undecided than if the mean had been negative.

The lowest mean was in Humanities, but it was essentially equivalent to Social Sciences and Natural Sciences. The standard deviation for Humanities was slightly larger, which indicated a greater diversity of opinion in that area.

Since none of the means were negative numbers, the attitudes were not extremely unfavorable, but no attitudes were extremely favorable (above 40). The overall mean indicated a positive trend. In fact, overall, the average response for any one item was .65 on the positive end of the -2 to +2 scale. Interest in the program emanated predominately from the professional areas and to some extent from the areas that received program emphasis. Part of the purpose of the program was to focus on areas that had traditionally been more academic, although the beginning attitude in these areas was not necessarily expected to be favorable.

Analysis By Years of Experience

The only demographic data requested besides college or department was years of experience. A chi-square analysis was done between years of experience and item responses by college. Because of many cells with few observations, the interpretation of the analysis had to be restricted.

The code used to indicate years of experience was as follows:

1 for 0-3 years of experience

2 for 4-5 years

3 for 6-10 years

4 for 11 or more years.

Table 5 indicates that the average response in most areas was close to 3. Therefore, the average years of experience for respondents was between 6 and 10 years.

Table 5

Mean Years Experience by College

College	Mean	Standard Deviation
ASH	3.1	1.0
ASNS	3.5	.8
ASSS	3.0	1.1
CBA	3.0	1.2
COMM	2.6	1.1
ED	3.1	1.0
ENGR	3.8	.4
LS	2.8	1.2
HEC	2.9	1.3
LAW	2.5	1.3
NEW	2.3	1.2
SW	2.7	1.3
NC	1.0	0
Total	3.1	1.1

In the most general sense, increased years of experience might be somewhat negatively related to attitude toward the Career Development Program. It could be speculated that resistance to change in the traditional concepts of education and skepticism for new ideas without proof of their worth is especially true of those who have been in the system longer.

Analysis by Item Groupings

Responses by item with all colleges combined are noted in Table 6.

First the items were clustered into subgroups based on content.

Table 6

Percentage Distribution of Responses by Item for the Total Sample

Item	Least Positive Toward Career Development -2	-1	Neutral or Undecided 0	1	Most Positive Toward Career Development 2
1	1.7	3.8	3.3	46.4	42.7
2	2.5	18.0	7.1	48.5	22.2
3	.8	1.3	2.1	53.6	40.2
4	1.7	5.0	10.9	47.3	33.5
5	2.1	4.2	13.4	51.5	25.5
6	4.2	7.9	3.8	44.8	36.8
7	2.5	5.4	8.8	47.3	33.9
8	.4	2.5	9.6	51.9	33.1
9	15.5	40.6	11.7	23.4	6.7
10	1.7	3.8	11.7	59.0	21.8
11	6.7	14.2	18.0	45.6	12.1
12	3.3	8.8	7.5	54.8	23.0
13	2.5	7.5	13.0	54.4	19.7
14	5.4	23.0	17.6	40.2	10.9
15	3.3	11.3	15.5	51.0	17.6
16	2.9	15.1	10.9	54.4	15.1
17	2.5	7.1	19.2	51.0	17.6
18	3.8	5.9	17.2	60.3	10.9
19	4.2	15.1	17.6	46.4	14.2
20	5.9	14.2	20.1	43.1	13.8
21	8.4	13.8	36.8	33.9	4.6
22	1.3	10.5	12.6	54.8	18.0
23	1.7	5.4	35.1	38.9	15.5
24	2.1	3.3	29.3	41.8	18.4
25	2.1	8.8	33.9	33.5	17.2
26	12.1	42.7	32.2	5.9	2.1
27	1.3	10.0	13.8	54.4	18.0
28	2.1	5.0	13.8	59.4	17.2
29	3.3	8.4	13.4	55.6	16.7
30	1.3	4.2	19.2	56.9	15.5

Table 6 Continued

Item	Least Positive Toward Career Development -2	-1	Neutral or Undecided 0	1	Most Positive Toward Career Development 2
31	.8	6.3	13.0	52.7	24.7
32	1.7	4.2	11.3	54.0	26.4
33	7.5	11.3	15.9	40.2	21.8
34	3.8	5.4	20.9	54.0	12.6
35	1.3	1.3	8.4	66.1	18.8
36	2.1	6.7	22.2	48.5	16.3
37	6.3	16.7	15.1	38.9	20.5
38	10.0	12.6	30.5	34.3	9.6
39	5.0	38.5	44.4	6.7	1.3
40	2.9	23.4	33.5	28.0	9.2

Design of career development. The theme of the first category was the design of the Career Development Program (Nine items were related to this area.). The faculty tended to agree that, in order to be realistic about work roles, career development should include both the positive and negative elements. Also there was agreement that the program should deal with transferable components rather than specific job roles (The concept of transferable academic skills was considered central to the program.). Along the same line, the attitude was that it would be more useful to provide experiences for a variety of work roles rather than a single role. There was substantial disagreement expressed with the idea that the university need not interject career implications into its courses since that is the job of the Career Placement Service. One of the emphases of the program was that the information should come through the classroom to be most effective. The faculty also disagreed that the more traditional subjects should be isolated from the world of work, an idea that did not coincide with the plan for career development to be a part of all areas. Feelings were mixed about requiring field experience--the general tendency

was toward agreement, but there was some indecisiveness and disagreement (This was not a major thrust of the program this year.). However, there was general agreement that students should have more direct experience through internships in the community. There was agreement with the idea that career counseling, planning, and placement should become a part of the campus's orientation program (This was an area of concern during the project year, and some progress was made toward including career information in orientation programs.).

Concerning the concept that career awareness and exploration should begin in elementary school and continue through college, the feelings were mixed. The general attitude was positive, but there was moderate disagreement, too. There was generally a negative attitude, but almost equal indecisiveness, expressed toward the idea that career development was not needed if the already existing counseling and placement centers were improved. During the first year attitudes are not completely formulated, as indicated by the indecision. However, the trend seemed to be moving toward more acceptance.

Providing career information. The next group of items was concerned with how information on careers should be provided. As stated in the previous paragraph, the faculty did not agree with the idea that career implications did not need to be fused with the courses because this was the job of Career Placement Service. In relation to this, the faculty tended to agree with the idea that instructors should make the career implication of the courses explicit. There was a trend toward agreeing that the use of community resource persons in presenting career information to classes was important, though some were undecided. Related to the information cart sent around to the various buildings on campus, the most frequent response was undecided.

There was substantial agreement but also some disagreement about these items. There seemed to be a lot of variability in attitude about this particular device, although the faculty generally agreed that the advising programs should be strengthened and related to career counseling.

An important factor was whether the faculty as a whole was positive

to career development in the classroom or saw it mainly as an effort that should be external to the classroom. There seems to be a substantial trend toward accepting the concept of incorporating career dimensions into class material. This is certainly one of the most desired goals of the project.

The goal of career development. Three items concerned the goals that should be accomplished by the program. In relation to the idea that higher education should bring the classroom and the community closer, the attitudes were diffuse. There was a trend, however, toward the positive. With respect to the proposition that every student should have some career development experiences while at a university or college, the attitudes were divided between agreement and undecidedness. There was fairly substantial agreement with the statement that career development programs should stress the satisfaction and meaning of work.

The attitudes seem to be most divided on the issue of establishing relationships between the classroom and community. This is an important focus of career development, and some beginnings were made in this area during the year. However, this is probably a more long-range outcome and will be the result of some changing attitudes when actual events take place, for example, resource speakers and consultants interacting with faculty.

Reasons for career development. Another group of items, related somewhat to the goals, concerned the reasons for having a Career Development Program.

There was very strong agreement with the statement that higher education must deal with the career concerns of students. This particular idea received the greatest percentage of positive responses. There was also a strong positive response to the statement that career development programs can enrich the quality of students' education. Along the same line, the response was generally positive to the proposition that career development programs can provide new insight into academic life.

It was generally agreed that pressure is increasing on postsecondary

education to adopt more flexible curricula because of general economic instability and rapid increases in job market changes. Associated with this, there was a high level of agreement with the concept that the right combination of specialized and liberal arts studies give graduates "survival" skills. Also in conjunction with these statements, the response was positive to the idea that occupational implications of class content provide a means of lending relevance to academic learning. Perhaps the best summary statement for this area would be that effective career development programs are needed to help students make wise career decisions.

The response was much more divided on the statement that higher education should be alert to the changing job market so as not to create an oversupply in one area and an undersupply in another. It is possible that this kind of approach might have been viewed as interfering with academic freedom and freedom of choice.

In general, it appears that as far as the reasons for career development are concerned (as represented by the statements in this group) there was a substantial positive response by the total faculty. Thus, it seems that the reasons for having the program were fairly well accepted, but difference of opinion existed concerning the operation and focus of various aspects of the program.

Defining career development. Two items were specifically concerned with the definition of career development. The most frequent response to the statement, "Career educators do not define career development precisely so that there is little known about specific programs and goals," was undecided. An almost equal percentage, however, disagreed with this statement. In relation to the proposed definition of career development programs (as a systematic attempt to increase the career options available to students), the response indicated considerable agreement.

Career development and vocational education. The items that expressed opinions negative to the Career Development Program were also grouped into categories. The first group in this area related to opinions that career development is synonymous with vocational education. There

was general disagreement with the item that stated that the term "career is synonymous with the word job." There was also substantial disagreement with the statement that if all students want is a career they should go to a technical school and that career development programs will turn colleges into vocational schools. The responses were negative toward the idea that if students are talented and industrious enough they should not need career development programs.

Career development and social issues. The second category of items was related to ideas that career development avoids important social issues. The attitude expressed toward the idea that career development programs stress the importance of increasing productivity without asking what is being produced or toward what ends was generally negative. However, there was a substantial degree of indecisiveness as well. The attitudes were similar toward the idea that career development programs are not directed toward upward mobility but toward reducing expectations and limiting aspirations. With respect to the statement that career development programs ignore the evidence that particular jobs in capitalistic societies lack the moral qualities attributed to work and that work is boring, the responses indicated more indecisiveness. The responses were about evenly divided between disagree and undecided.

On the item that stated that career development programs seek to make people satisfied with their roles in a society that distributes social goods inequitably, the responses indicated considerable agreement. There were some undecided responses but very little disagreement. However, there was not agreement with the idea that career development programs will turn out students who are complacent and accepting of the economic system. Undecided was the most frequent response to the statement that career development programs ignore the fact that employment level is dependent upon the overall health of the economy and not a mismatch between job requirements and worker skills. There was a considerable amount of agreement with this statement as well.

The overall opinion of the faculty regarding the relationship of

career development and social issues appeared to be that it takes into account some issues better than others. Perhaps the consideration that some factors of the economy determine the most effective operation of career development programs was also involved.

Career development and freedom. The last category contained two items concerned with the opinion that career development impinges upon freedom. There was strong disagreement with the statement that career development programs interfere with academic freedom. Considerable disagreement was indicated with the idea that if the goals of career development are achieved, the quality of liberal arts education will suffer.

Summary

Overall, the responses indicated a picture that was generally positive toward the concepts and operations of the Career Development Program at The University of Alabama. However, the responses represented only 35 percent of the total faculty, and some caution should be used in generalizing the results beyond this sample. Possibly, those who chose to fill out and return the questionnaire were already somewhat positive toward and accepting of the program. It is also possible that individuals who wanted to express their dissatisfaction with the project were the primary respondents.

In conclusion, it should again be emphasized that this is baseline data with respect to faculty attitudes about the Career Development Program at The University of Alabama upon which future gains may be measured.

PRODUCT RESULTS
Student Baseline Data

The emphasis of student product evaluation during the 1975-76 academic year was focused on obtaining baseline data. Future gains can be measured with respect to this baseline. Presented below are the events leading to the development of measuring instruments for students and the results obtained from these instruments.

Commercial Instrumentation

A concerted effort was made early in the fall of 1976 to locate commercially available career development measuring instruments. Professional literature, including Buros's *Tests in Print II*, government publications on evaluation of career education/development projects, journals, and ERIC were all examined. An analysis of the information found during the search led the evaluators to conclude that the most promising candidate to collect baseline data on students was the *Career Maturity Inventory* (CMI) by John Crites. Crites speculated that, although the instrument had not been validated on a college population, the ceiling was sufficiently high to provide a valid measure of that group's "career maturity."

The evaluation team undertook a major validation study on the Attitude Subtest of the CMI to see if the instrument would be appropriate at The University of Alabama. The final conclusion was that Crites's theory of career maturity as measured by the CMI did not hold up for the validation sample, and the instrument did indeed appear to have a ceiling

problem with The University of Alabama sample. Based on these findings, the evaluators abandoned the idea of using a commercial instrument and, at the beginning of the 1976 spring semester, began to develop their own instrument.

Instrument Development

The development of the student *Career Development Inventory* (CDI) involved the entire evaluation team and most of the participants in the Career Development Project. The attempt to develop an instrument with content validity led to basing the instrument on the project objectives.

Each member of the evaluation team submitted numerous items based on the product objectives of the academic mainstream component. From these items, an item pool was generated. The selected pool of items was critiqued by three persons knowledgeable about career development. These reviewers were Dr. Robert E. Comas, coordinator of the Career Exploration course; Dr. Leeman C. Joslin, coordinator of faculty development; and Dr. Ralph M. Roberts, head of the Area of Behavioral Studies. The recommendations suggested by the review panel were taken into account, and revisions were made. A pilot test of the revised items were made with 200 education students. Most of the items in the pilot test were the open-ended type. The frequency of responses of the students were tabulated, and the most frequent "incorrect" responses were incorporated into the inventory as distractors for the multiple choice items. Finally, another revision was made based on the pilot test and suggestions from Dr. Henry M. Bricknell, the external evaluator of the Career Development Project. The goal was to construct an instrument that took no more than fifteen minutes to administer, including giving of instructions. With this in mind, questions that were ambiguous or otherwise confusing were deleted or revised. The final product was a twenty-nine item instrument to be used with machine scorable sheets. This instrument was based on the product objectives and could be administered in fifteen minutes. (See Attachment I for the student *Career Development Inventory*.)

Data Collection

A stratified cluster sampling model was used in collecting baseline data. The clusters were undergraduate classes during the spring semester of 1976. They were stratified on the basis of the nine mainstream areas: Arts and Sciences, Humanities (ASH); Arts and Sciences, Natural Sciences (ASNS); Arts and Sciences, Social Sciences (ASSS); Commerce and Business Administration (CBA); Communication (COMM); Education (ED); Engineering (ENGR); Home Economics (HEC); and Social Work (SW). Each undergraduate class that fell under one of these departments was consecutively numbered. Then five classes and five alternate classes were randomly selected using a random sampling program written for the UNIVAC 1110 computer. A letter was sent to the instructor of each selected class asking for not more than fifteen minutes of class time to administer the inventory (see Attachment J for letter). When the inventory could not be administered to the selected class, an alternate was selected in random order. The total number of students sampled was 789. If the inventory had already been taken in one class, students did not take it again, so there was no duplication. If the student did not answer a question, it was counted as missing data and was not included in the analysis. Machine scorable answer sheets were used; there did not appear to be any pattern to the responses.

Characteristics of the Sample

The percent distribution of the sample by sex, class, number of years on campus, and mainstream area are presented in Table 7. Generally, the sample appears to be representative of The University of Alabama's student body, although freshmen and students have been on campus one year or less may be overrepresented in certain areas (for example, in ASNS a large freshman lecture science class was randomly selected, and only ten students majoring in ASH were in the sample).

If the three variables (sex, class, and years on campus) are considered by college, they seem to be representative of the composition of that college. For example, the College of Education has a high female to male ratio while the College of Engineering has a high male to female ratio.

Table 7

Percent Distribution by Mainstream Area, Sex,

Class, and Number of Years On Campus

	Mainstream Area									
	All Areas	ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Sex										
Male	46	80	39	48	69	63	21	84	15	28
Female	54	20	61	52	31	37	79	16	85	72
Total percent *	100	100	100	100	100	100	100	100	100	100
Total number **	780	10	205	118	36	71	75	112	82	71
Class										
Freshman	36	-***	66	36	17	25	-	47	35	-
Sophomore	23	20	19	37	25	28	14	32	17	13
Junior	23	20	10	21	11	35	38	16	28	51
Senior	17	60	5	6	47	12	48	4	20	37
Total percent*	100	100	100	100	100	100	100	100	100	100
Total number**	774	10	204	116	36	72	73	110	82	71
Number of Years On Campus										
One or less	48	10	73	55	22	37	22	56	44	13
Two	28	40	21	28	31	38	27	32	31	31
Three	15	-	3	15	22	18	32	10	15	40
Four or more	8	50	2	3	25	7	19	3	10	16
Total percent*	100	100	100	100	100	100	100	100	100	100
Total number**	771	10	203	116	36	73	73	111	81	68

*Total percent may not add to 100 due to rounding errors.
**Missing data not included in analysis.
***"-" means either there were no responses in that cell or so few it rounded off to "0."

Results and Discussion

This section is organized around the seven general project goals. The twenty-nine test items were originally keyed to specific product outcomes listed in the evaluation design. These specific objectives were developed with one or more of the seven project goals in mind (see Table 8 for the goals and the items keyed to them). By organizing items around the seven general project goals, patterns of response tend to emerge from the CDI.

Table 8
General Project Goals and Key Items
from the Career Development Inventory

	Goals	Items
1.	Faculty and students will grasp relationships between the classroom and the world of work.	2, 3, 4, 5, 16
2.	Faculty and students will form and test work values.	6, 9
3.	Students will develop transferable academic skills.	13, 14
4.	Students will develop critical career skills.	10, 11, 12
5.	Students will develop a career self-concept.	7, 8, 17
6.	Students will secure accurate and current career information.	1, 15, 18-29
7.	Students will overcome inequality of career opportunity.	None specifically

Specific attention was given during the year to goal 1 (classroom-work relationships), goal 4 (critical career skills), and goal 6 (career

information). However, items are keyed to six of the seven general goals. The seventh--assisting students to overcome inequality--may be measured indirectly in that, if students accomplish the other six, then the seventh is likely to follow.

Classroom and World of Work

Items 2, 3, 4, 5 and 16 reflect whether or not the classroom and the world of work are being brought together at The University of Alabama. Table 9 presents the student responses to these items by college.

Table 9

Student Percent Responses to

Items 2, 3, 4, 5, and 16 by Mainstream Area

Response to: 2. Are you aware of field experiences in you major field that are available through The University of Alabama?

Response	All Areas	Mainstream Area ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes	53	80	38	43	47	51	78	51	61	78
No	41	20	50	44	50	48	22	43	37	22
No major field	6	0	12	13	3	1	0	5	2	0
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	789	10	207	119	36	73	77	113	82	72

Response to: 3. If field experience was available in your major field, do you believe that it would be beneficial to you?

Response	All Areas	Mainstream Area ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes	91	90	83	92	89	93	96	93	94	94
No	2	0	3	2	3	4	1	0	1	3
Don't know	7	10	14	6	8	3	3	7	5	3
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	787	10	205	119	36	73	77	113	82	72

Response to: 4. Have you taken part in a field experience during the 1975-76 academic year?

Response	All Areas	Mainstream Area								
		ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes, beneficial	20	40	15	7	19	15	62	9	28	26
Yes, not beneficial	4	0	2	2	11	4	4	7	4	4
No	76	60	83	92	19	81	34	84	68	69
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	787	10	205	119	36	75	77	113	82	72

Response to: 5 What percent of your career-related learning do you believe took place outside of the classroom during the 1975-76 academic year?

Response	All Areas	Mainstream Area								
		ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
0-25%	46	50	50	51	39	51	17	60	48	38
26-49%	16	20	19	17	11	21	18	13	11	14
50%	19	30	17	14	36	17	25	16	23	22
51-74%	11	0	8	11	11	7	28	5	11	12
75% or more	7	0	6	6	3	4	12	5	7	14
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	782	10	204	117	36	72	76	113	82	72

Response to: 16. Has any instructor talked to you about the career implications of what he/she is teaching during the 1975-76 academic year?

Response	All Areas	Mainstream Area								
		ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
No	35	20	50	32	36	21	30	42	32	15
Yes, less than one class period	32	10	29	37	28	34	30	33	32	39
Yes, at least one class period	16	20	10	23	22	24	21	14	7	22
Yes, more than one class period	16	50	11	8	14	21	20	11	28	24
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	780	10	206	117	36	71	77	110	81	72

Inspection of Table 9 reveals some interesting facts. It seems that a majority of students (although by no means all students) were aware of field experiences, yet only 24 percent of them had taken part in one while over 90 percent said that a field experience would be beneficial.

About 35 percent of all students said that no instructor had ever spoken with their class concerning the career implications of the subject being taught. An increase in instruction directed to this point in future years would be an indication that the Career Development Project is having an impact.

Work Values

Items 6 and 9 from the CDI concern goal 2, the forming and testing of work values. Table 10 presents the responses of students to these items.

Table 10

Student Percent Responses to

Items 6 and 9 by Mainstream Area

Response to: 6. Do you have a better idea now of what kind of career you want than you did last September?

Response	Mainstream Area									
	All Areas	ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes	58	40	54	57	58	62	56	57	69	65
No	13	20	15	11	11	15	12	14	6	11
About the same	29	40	30	32	31	23	32	29	25	24
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	784	10	206	117	36	73	77	112	81	72

Response to: 9. Do you feel there is a difference between a "career" and a "job"?

Response	Mainstream Area									
	All Areas	ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes	91	90	89	92	97	88	92	87	94	93
No	9	10	11	8	3	12	8	13	6	7
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	788	10	207	118	36	73	77	113	82	72

Table 10 reveals that 58 percent of the students sampled reported that they had made progress toward their choice of career during the year. On the other hand, 42 percent reported no progress. The percentage reporting progress varies by area from 40 percent in the Humanities to 69 percent in Home Economics.

Over 90 percent of the students sampled reported that they felt that there was a difference between "career" and "job." There is little room for future progress on that item as it is now formulated.

Transferable Academic Skills

Items 13 and 14 from the CDI relate to transferable academic skills. The students' responses to these items are presented in Table 11.

Table 11

Student Responses to Items 13 and 14

by Mainstream Area

Response to: 13. Do you feel you will be able to adapt to more than one work situation after graduation?

Response	All Areas	Mainstream Area								
		ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes	95	100	90	97	97	97	94	93	94	100
No	5	0	10	3	3	3	6	5	6	0
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	782	10	207	117	36	73	77	111	81	70

Response to: 14. Do you feel that your skills will allow you to transfer between jobs in related fields after graduation?

Response	All Areas	Mainstream Area								
		ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes	90	90	86	92	97	93	84	93	89	96
No	10	10	14	8	3	7	16	7	11	4
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	785	10	206	118	36	73	77	112	81	72

At least 90 percent of the students sampled felt that, with their education, they would be able to adapt to more than one work situation and transfer from one job to another. Little room is left for improvement on these two items. The difficult measurement problem remains of developing economical evaluative procedures to ascertain whether students

actually do develop transferable academic skills.

Critical Career Skills

Items 10, 11, and 12 on the CDI relate to critical career skills. Table 12 presents student responses to these three items.

Table 12

Student Responses to Items 10, 11, and 12 by Mainstream Areas

Response to: 10. Do you feel that you can write a résumé that adequately describes your skills to a prospective employer?

Response	Mainstream Area									
	All Areas	ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes	26	60	25	31	36	25	16	20	29	24
Possibly	58	20	56	57	42	60	70	61	55	64
No	16	20	19	12	22	14	14	18	16	12
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	789	10	206	118	36	73	77	112	82	72

Response to: 11. Do you feel that being able to write a résumé is an important career skill?

Response	Mainstream Area									
	All Areas	ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes	69	90	72	64	67	62	70	56	87	72
No	14	10	11	17	19	18	18	16	4	11
Don't know	17	0	17	19	14	20	12	27	10	17
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	786	10	207	118	36	73	77	111	82	72

Response to: 12. Which one of the following factors do you believe is the most important in making a favorable impression on an employment interviewer?

Response	All Areas	Mainstream Area								
		ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Knowledge of field of specialization	42	20	49	35	19	47	41	40	46	47
Becoming familiar with employer's organization	7	30	2	8	14	7	8	7	6	10
Enthusiasm	26	20	26	32	42	20	34	23	22	17
Personal appearance	8	0	5	10	8	10	5	12	10	11
Preparation of career goals	16	30	17	14	17	16	12	17	16	15
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	786	10	207	118	36	73	76	112	82	72

A majority of students felt that writing a résumé is an important career skill, yet only about a fourth of them thought that they could do it properly. Only 8 percent of the responding students believed that personal appearance is the most important factor in making a favorable impression on a prospective employer, and only 7 percent believed familiarity with the employer's company is. Most believed knowledge of field to be most important.

Career Self-concept

Items 7, 8, and 17 on the CDI reflect how students feel their career choice is related to their abilities. Table 13 includes the student responses to these items.

Table 13

Student Responses to Items 7, 8, and 17

by Mainstream Area

Response to: 7. To what extent do you consider personal interests in planning a career?

Response	All Areas	Mainstream Area ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Not a concern	2	0	1	2	6	3	1	1	2	7
Not a primary concern	14	10	14	19	14	10	16	19	10	92
A primary concern	85	90	85	80	81	88	83	80	88	1
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	789	10	207	118	36	73	77	112	82	72

Response to: 8. Do you feel that your abilities are consistent with the major field of study in which you are now enrolled?

Response	All Areas	Mainstream Area ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes	84	80	78	81	78	88	95	85	93	88
No	8	20	7	5	19	11	5	12	2	12
No major field	7	-	14	14	3	1	-	4	5	-
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	786	10	207	118	36	73	76	112	82	72

Response to: 17. Do you feel that your career choice is consistent with your personal interests?

Response	All Areas	Mainstream Area ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes	85	90	82	80	72	86	91	84	93	92
No	6	10	5	6	22	8	8	7	2	3
No established career goals	8	-	12	14	6	6	1	9	5	6
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	786	10	207	118	36	72	77	112	82	72

The student responses to these items were very positive. About 98 percent of the students did believe that personal interest is a concern in choosing a career. Eighty-four percent believed that their abilities are commensurate with their chosen field (if only those that have chosen a field are considered, the percentage is ninety). Eighty-four percent also felt that their career choice is consistent with their interests.

Career Information

The largest portion of the CDI attained detailed data on the career information offered at The University of Alabama and students' use of it. Items 1, 15, and 18 through 29 all dealt with career information. The responses of the students to these items are contained in Table 14.

Table 14

Student Responses to Items 1, 15, and 18-29

By Mainstream Area

Response to: 1. How many career possibilities are you aware of in your major field?

Response	All Areas	Mainstream Area ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
No major field	8	-	13	17	3	4	1	9	2	1
None	5	10	5	3	6	11	6	3	1	6
One	19	20	22	8	19	11	38	21	15	18
Two or more	68	70	60	72	72	74	54	67	82	76
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	788	10	207	118	36	73	77	113	82	72

Response to: 15. Have you encountered any problem in obtaining career information during the 1975-76 academic year at The University of Alabama?

Response	All Areas	Mainstream Area ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes	20	30	20	20	25	12	20	12	26	26
No	32	50	28	26	31	29	40	35	44	29
Have not sought information	48	20	52	53	44	59	40	53	30	44
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	787	10	207	118	36	73	77	112	82	72

Response to: 18. Do you plan to seek career information in the future at The University of Alabama?

Response	All Areas	Mainstream Area ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes	84	50	86	86	78	83	75	87	83	88
No	16	50	14	14	22	17	25	13	17	12
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	783	10	205	117	36	72	77	112	82	72

Response to: 19. Where is The University of Alabama's Career Planning and Placement Office located?

Response	All Areas	Mainstream Area ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Ferguson Center	50	33	43	48	72	51	65	41	52	61
Main Library	0	0	0	1	0	0	1	0	0	0
Manly Hall	4	22	5	2	0	4	3	6	2	1
Rose Administration	5	0	6	1	0	10	3	5	6	7
Don't know	41	44	46	48	28	35	29	47	39	30
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	781	9	206	118	36	72	77	111	82	70

Response to: 20. Have you obtained career information from a source outside The University of Alabama during the 1975-76 academic year?

Response	All Areas	Mainstream Area								
		ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Yes	39	70	42	39	28	38	40	31	42	40
No	61	30	58	61	72	62	60	69	58	60
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	789	10	206	117	36	71	77	109	80	72

Response to: 21. What percentage of the career information you have received has come from university sources during the 1975-76 academic year?

Response	All Areas	Mainstream Area								
		ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Under 25%	34	60	39	30	31	22	38	38	24	35
25-49%	12	10	10	11	14	18	10	11	13	14
50-74%	9	10	9	11	11	3	9	8	16	4
75% and over	14	10	8	13	25	14	12	14	22	17
Received no information	32	20	35	36	19	43	31	28	24	21
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	784	10	207	118	36	72	77	110	82	72

Response to: Items 22 through 27 relate to usage of The University of Alabama Career Information services. Please indicate your usage of each service based on the following key:
Yes, I have used the service during the 1975-76 academic year.
No, I have not used the service.

Response	All Areas	Mainstream Area ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
22. Career information phone										
Yes	5	90	2	3	9	6	6	6	7	4
No	95	10	98	97	91	94	94	94	93	96
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	773	9	205	116	35	72	77	109	81	69
23. Career information library										
Yes	5	90	2	5	15	4	4	7	5	6
No	95	10	98	95	85	96	96	93	95	94
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	773	9	205	115	34	73	77	109	81	70
24. Mobile information unit (CLEM)										
Yes	11	90	10	17	18	12	9	5	16	7
No	89	10	90	83	82	88	91	95	84	93
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	770	9	205	115	34	73	75	108	81	70
25. Career placement counselor										
Yes	9	22	6	8	15	5	12	6	10	19
No	91	78	94	92	85	95	82	94	90	81
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	775	9	206	115	34	73	77	110	81	70

Response	All Areas	Mainstream Area ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
26. Career Planning and Placement Office's video-tape service for simulating job interviews										
Yes	3	90	2	4	12	3	3	2	1	1
No	97	10	98	96	88	97	97	98	99	99
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	774	9	205	115	34	73	77	110	81	70
27. Vocational Exploration Group (VEG)										
Yes	1	100	0	1	97	1	1	2	1	3
No	99	0	100	99	3	99	99	98	99	97
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	775	9	206	115	34	73	115	110	81	70

Response to: 28. Of the career services provided by the university and noted below, which do you feel was the most beneficial to you.

Response	All Areas	Mainstream Area ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Career information phone	0	-	1	-	-	1	-	1	-	-
Career information library	6	22	4	5	9	4	5	7	2	9
Career placement counseling	11	22	10	9	24	10	9	8	16	10
Mobile information unit (CLEM)	2	-	2	7	-	3	1	2	-	4
I am unable to judge	81	56	83	79	68	82	84	83	82	77
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	767	9	205	114	34	71	77	106	81	70

Response to: 29. Of the career services provided by the university and noted below, which do you feel was the least beneficial to you?

Response	All Areas	Mainstream Area								
		ASH	ASNS	ASSS	CBA	COMM	ED	ENGR	HEC	SW
Career information phone	3	0	3	4	9	3	0	2	5	4
Career information library	2	11	2	3	3	1	4	1	1	4
Career placement counseling	1	0	0	3	0	0	0	1	0	0
Mobile information unit (CLEM)	3	0	3	1	9	3	0	7	3	4
I am unable to judge	90	89	90	90	79	93	96	89	91	87
Total percent	100	100	100	100	100	100	100	100	100	100
Total number	753	9	204	110	34	70	75	103	78	70

The data in Table 14 indicate that a small fraction of the students take advantage of the career services on campus. In fact, only about half of them even knew where the Career Planning and Placement Center is located. They tended to get about half of their career information from sources off campus. Even though 84 percent of the students said they will seek career information in the future at The University of Alabama, less than 11 percent had taken advantage of any one career service listed in the CDI. More than 80 percent of the sampled students were even unable to judge how useful career services offered at the university are.

Further analysis reveals that more lower classmen tended to receive their career information in class, and as they approach their senior year they tended to seek more and more career information from other sources.

Equal career opportunity. This goal was not measured directly, but it was felt that it could be inferred from the first six. That is, if the others are achieved, minorities and women will have more opportunities in the world of work.

Conclusions and Recommendations

The data collected from the student Career Development Inventory will serve as a baseline from which to measure change in the attainment of product objectives when subsequent inventories are given. An analysis of the data suggests several courses of action: First, since students are not seeking out career information on their own, the career information must be brought to the classroom. In addition to getting faculty members to discuss the career implications of their areas, career material on the areas should be routinely sent out to selected classes. Second, the data suggest that these classes should probably be at the freshman or sophomore level because these students rely more on career information given in the classroom than do juniors or seniors. Giving career information to incoming freshmen is a good strategic move in light of the findings on who is most dependent on getting career information from classroom and university sources.

Although students seemed to be aware of career possibilities in their major field and stated that they took their personal interests into consideration in planning a career, it is not at all clear how they learned of those limitations, interests, or career possibilities. The data from the CDI show that they used outside sources, but were these sources reliable? Do students at the junior and senior level have a sense of false security about their knowledge of the relationship between work and school? Perhaps later inventories will attempt to determine whether information the students possess is in fact up-to-date, accurate, and based on the current resources and materials at the disposal of the Career Development Office.

SUMMARY AND CONCLUSIONS

The University of Alabama Career Development Program was designed as a comprehensive, university-wide effort to enhance the career development of students and faculty. The operational plan included four systems for accomplishing the project's goals: (1) the *academic mainstream system*, designed to assist in the development of separate programs within the colleges and departments; (2) the *support system*, to aid the mainstream effort by providing auxillary services and materials; (3) the *outreach system*, to promote a school-community bond; and (4) the *management system*, to coordinate the comprehensive, university-wide effort.

The first-year evaluation effort was designed to accomplish two purposes. The first was to provide a description of the actual operation of the project with emphasis given to the project director and three mainstream areas. The second was to provide baseline data for faculty and students upon which to assess future success of the project.

It should be stressed that the baseline data reported herein should *not* be interpreted as a measure of project success. It is baseline data, that is, a description of student and faculty characteristics *before* the project has had a chance to have an impact. Future effects of the project should be revealed through changes in the data.

The data can be used to point out the need for a career development program at The University of Alabama. The attitude of faculty at The University of Alabama toward career development has room for growth, as indicated by the faculty baseline data. The student baseline data

indicate that students feel they need career information, career development, yet most do not know where to seek assistance.

Another inference may be drawn from the process data: The enthusiasm of the project personnel seems to be related to the on-campus activities of the project director. During the latter months of the project, dissemination obligations encouraged by USOE occupied much of the director's time. This resulted in many of the on-campus activities being assumed by the assistant director. The evaluators feel that dissemination activities of a project should be delayed until the project has been shown to be effective.

The process activities further indicate that the project has made progress in terms of contact with faculty. Almost every faculty member on campus (over 700) has been contacted either in person or by one of the many mail campaigns. The evaluators feel that one year does not provide the time necessary to judge the impact of the project. It is unfortunate that tax dollars are invested in developing an educational program one year, only to have it abandoned the following year before there is a chance to reap the educational dividends.

ATTACHMENTS

ATTACHMENT A
Faculty Response Card

_____
(Department)
University, Alabama 35486

_____
(Date)

Dear Colleague:

☐ I will devote at least <u>one</u> <u>hour</u> <u>per</u> <u>semester</u> to the career dimensions of my subject.

☐ Please provide me with <u>assistance</u> (speakers, materials, outlines, etc.)

☐ I wish to do even <u>more</u> than one hour. Please contact me.

☐ I am <u>not</u> interested at this time.

Please return to:

Donald A. Casella
Office of Career Development
109 Manly Hall
348-7213

_____
(Signed)

ATTACHMENT B

Evaluation of Process Toward the Collection of Baseline Data

Career Development Project
The University of Alabama

1. Objectives

   Criteria:
   a. Objectives are clearly stated.
   b. Objectives are consistent with project goals.
   c. Objectives are measureable.
   d. Objectives are revised when necessary to make consistent with actual activities.

2. Plans for Implementation

   Criteria:
   a. Implementation plans are documented clearly.
   b. The resources that are identified as necessary for implementation are available.
   c. Plans provide for periodic review in order to make revisions to expedite accomplishment of objective.

3. Measurement

   Criteria:
   a. Measurement techniques and instruments are consistent with objectives.
   b. Instrumentation is practical in terms of (1) availability of target subjects, (2) personnel, and (3) costs.
   c. Instrumentation is appropriate for target population.

4. Baseline Data

   Criteria:
   a. Logs of program activities are available.
   b. Where relevant, reports of test scores are available.
   c. Where relevant, reports of surveys or questionnaires are available.
   d. Data on the status of each objective are available.

ATTACHMENT C

THE UNIVERSITY OF ALABAMA
OFFICE OF CAREER DEVELOPMENT
Post Office Box 1423
University, Alabama 35486

DECISIONS & FACTS

Name:

Program:

Report for month of _____

"Accomplishments" this month:

Any problems?

Any dissemination?

Special needs?

_____
(Signed)

_____
(Date)

INTENDED

OBJECTIVES

(What specifically you plan to accomplish)

GENERAL INTENDE

- ☐ 1. Faculty & relationsh room and
- ☐ 2. Faculty & test work
- ☐ 3. Students able acad

DEC

F

ACTUAL

EVALUATION

(Results to date)

- ☐ 4. Students career ski
- ☐ 5. Students self-conc
- ☐ 6. Students and curr
- ☐ 7. Students equality

PROGRAM

(How you plan to do it)

OUTCOMES

tudents will grasp
between the class-
world of work.

dents will form and
ues.

develop transfer-
c skills.

SIONS
ND
CTS

SCHEDULE

(When you plan to do it)

develop critical

develop a career

secure accurate
career information.

ill overcome in-
career opportunity.

COMMENTARY

(Journal notes, anecdotes, unusual events, highs or lows, areas of sensitivity, problems brewing, follow-up needs, warnings, etc.)

ATTACHMENT D

Selected Sources of Information for Writing Statements for the Faculty Attitude Survey

1. *Career Education Proposals for the Seventies and Eighties.* Report to the Chancellor, California State University and Colleges Chancellor's Advisory Committee on Career Education. September 1974.

2. Grubb, W. N., and Azerson, M. I. "Rally 'Round the Workplace: Continuities and Fallacies in Career Education." *Harvard Education Review,* November 1975.

3. Casella, D. "Perspective: A Campus View/New Mode to Meet Student Needs." Tuscaloosa *News.*

4. "UA Starts Program 'to Bring World of Work to Classroom.'" Birmingham *News.*

5. Bassett, N.H. "Program's Aim is Finding Jobs." Tuscaloosa *News.* December 1975.

6. Thigpen, R. and Scroggins, W. Newsletter for Parents.

7. "The 'Career Education' Rigamarole." Washington *Star.* January 1976.

8. Childress, M. "Careers Pushed." *Crimson-White,* October 1975.

9. "UA Career Office Called U.S. Model." Gadsden newspaper.

10. "UA Launches Pioneer Program." Tuscaloosa *News,* October 1975.

ATTACHMENT E

Faculty Reflections on Student Career Development

This instrument is designed to receive faculty input about the university's Career Development Program. This questionnaire is anonymous. The results of this survey will be reported *only* for groups and not individually. Your assistance is appreciated. A mailing label is enclosed to return by campus mail.

Instructions:

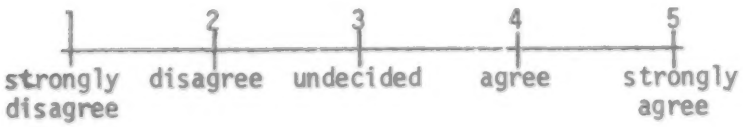
A. On the answer sheet in the space designated "Your Last Name" write in the name of your *college*. Please *do not* blacken letter boxes.

Note: If your college is Arts and Sciences please indicate if your area is generally considered in the area of Social Sciences, Physical Sciences, or Humanities.

B. On the answer sheet in the space designated "QTR SEM" indicate your years of experience teaching college according to the following code by blackening

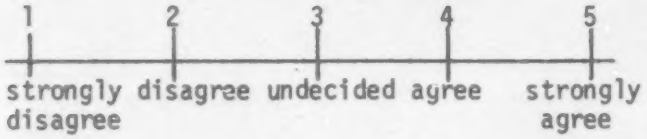
1 for 0-3 years
2 for 4-5 years
3 for 6-10 years
4 for 11 or more years

C. Forty statements concerning Career Development are given below. Please rate each according to the following scale:

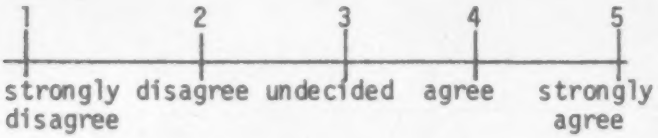


Please blacken the appropriate space on the answer sheet.

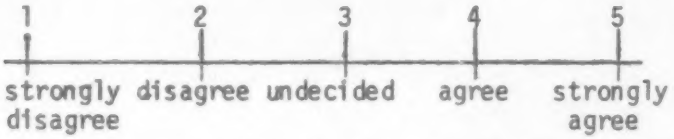
1. Higher education must deal with the career concerns of students.



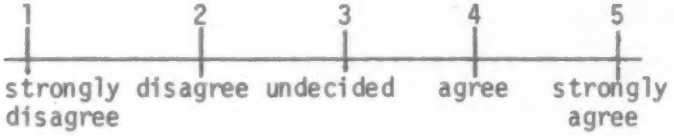
2. The term *career* is synonymous with the term *job*.



3. In order to offer realistic exposure to work roles, *career* development programs should include both positive and negative elements of the world of work.

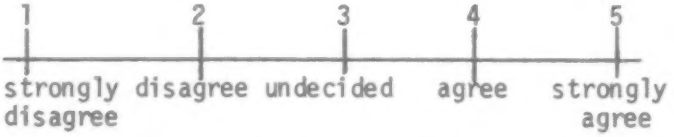


4. Career development programs are of greater value when they deal with transferable talents and abilities, rather than specific job roles.

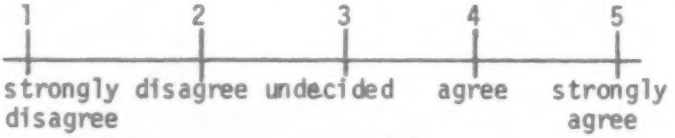


5. Career development programs interfere with academic freedom.

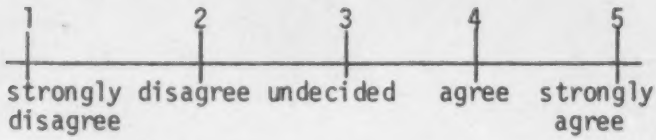
6. If all students want is a career, they should go to a technical school.



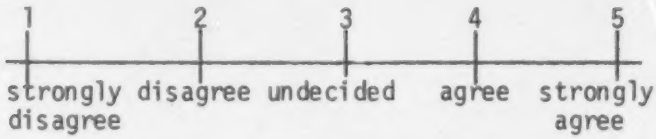
7. Career development programs will turn colleges into vocational schools.



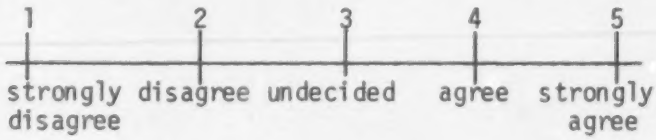
8. Career development programs are more useful when they provide exposure to a wide variety of work roles rather than any single work role.



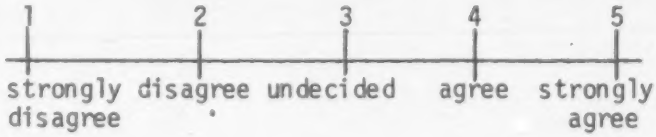
9. In higher education, as much emphasis should be placed on applied experience as on the academic skills.



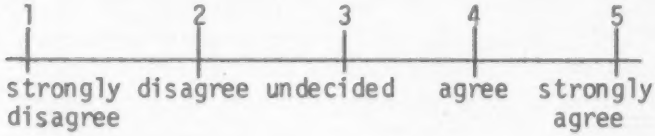
10. Career development programs can enrich the quality of students' education.



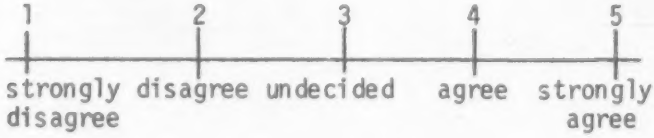
11. If students are talented and industrious enough they should not need career development programs.



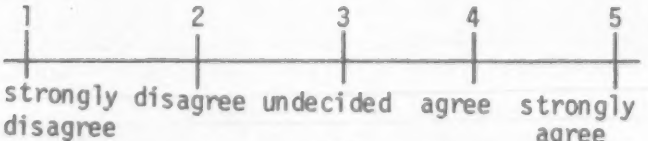
12. Higher education does not need to interject career implications into its courses since this is the job of the Career Placement Service.



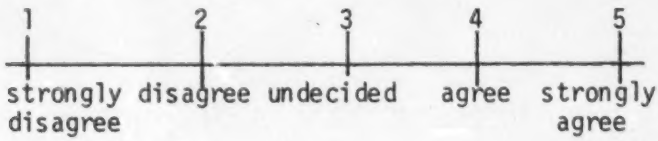
13. Classes in the more traditional subjects should be isolated from the world of work.



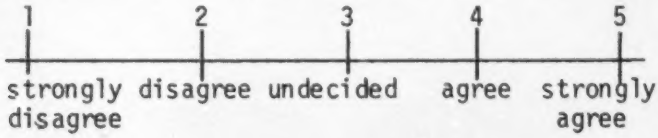
14. To fully educate students, applied experiences should be required.



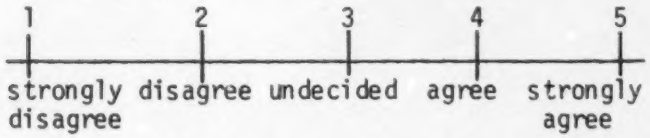
15. Higher education should aim at helping bring the classroom and the community closer.



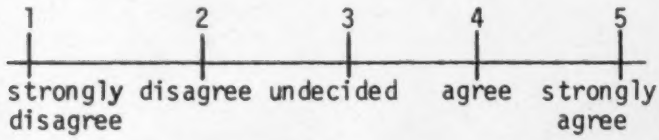
16. College instructors should make explicit to students whatever career implications exist in their courses.



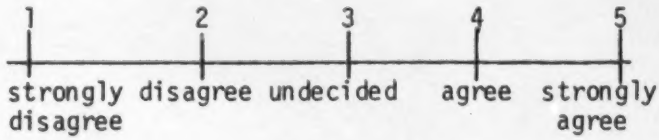
17. Community resource people should be utilized in presenting career information to classes.



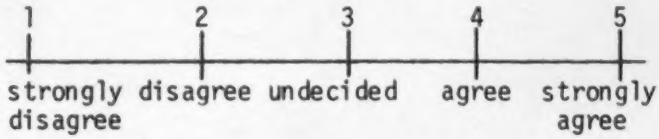
18. Career development programs can provide a new insight into academic life.



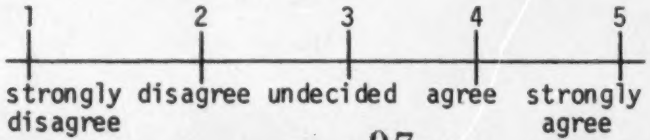
19. Students should have more direct experience with "the world of work" through internships in the community.



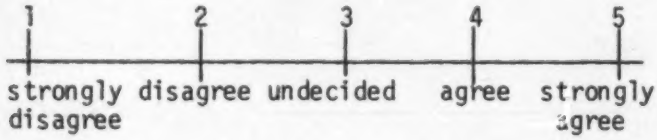
20. Every student should have some career development experiences while at a university or college.



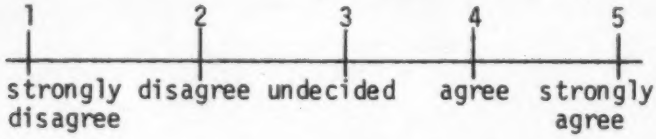
21. An information cart should be sent around to various buildings, providing accurate and current information on careers.



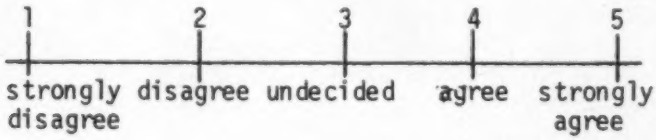
22. Career development programs should stress the satisfaction and meaning of work.



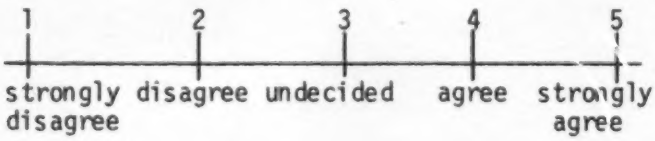
23. Career development programs should stress the importance of increasing productivity without asking what is being produced and toward what ends.



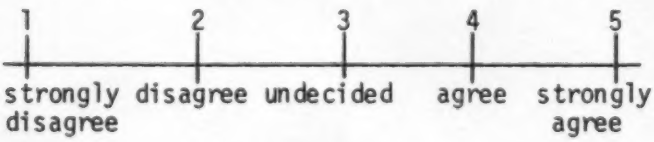
24. Career development programs are not directed toward upward mobility; instead they are aimed at reducing expectations and limiting aspirations.



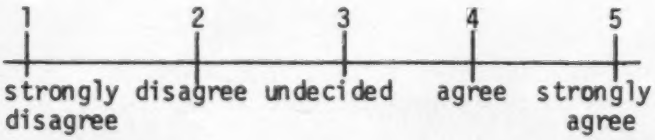
25. Career development programs ignore mounting evidence that particular jobs in advanced capitalistic economies lack the moral qualities attributed to work generally; in fact most work is boring.



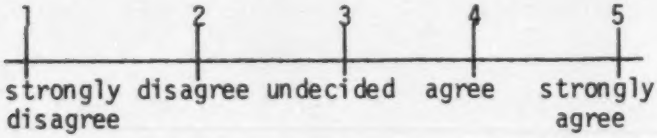
26. Career development programs seek to make people satisfied with their roles in a society that distributes social goods inequitably.



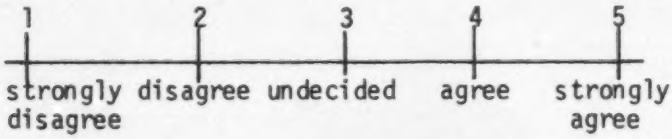
27. The rapidly changing job market and general economic instability will increase the pressures on postsecondary education to adapt more flexible curricula.



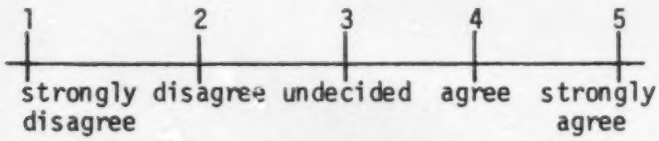
28. The right combination of specialized and liberal studies will furnish graduates with survival skills.



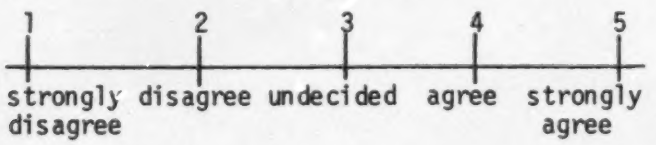
29. Occupational implications of class content provide a means of lending relevance to academic learning.



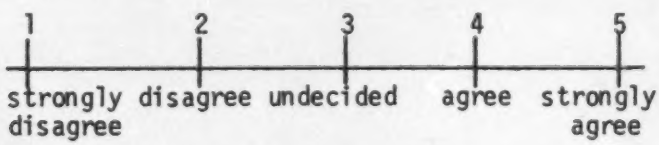
30. Career development programs are a systematic attempt to increase the career options available to individuals.



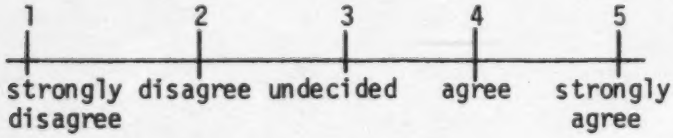
31. The advising programs on campus should be strengthened and related to career counseling, planning, and placement.



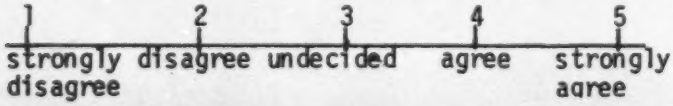
32. Career counseling and planning should become an integral part of a new student's orientation program.



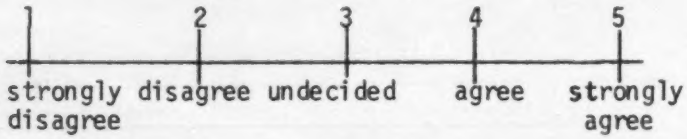
33. Higher education should become more alert to the changing realities of the job market so that there is not an oversupply in one area and an undersupply in another.



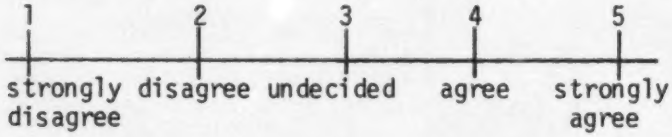
34. If the goals of career development programs are achieved, the quality of liberal arts education will suffer.



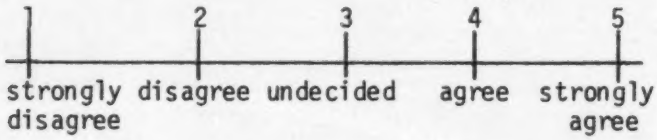
35. Effective career development programs at the higher education level need to help students make wise career decisions.



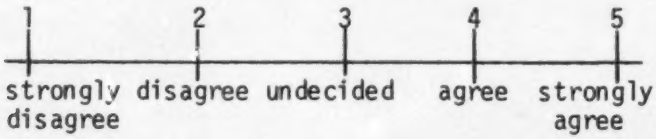
36. Career development programs will turn out university students who are complacent and accepting of the economic system.



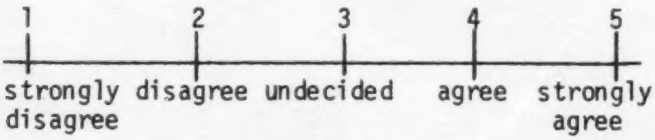
37. The development of career awareness and career exploration should begin in elementary school and continue through secondary and higher education.



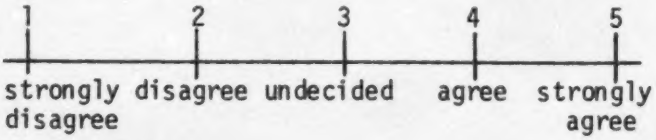
38. There is no need for a comprehensive career development program; all that is needed is a more effective utilization of the already existing counseling and placement center.



39. Career development programs ignore the fact that the employment level is dependent on the overall health of the economy and not a mismatch between job requirements and worker skills.



40. Career educators do not define career development precisely, so little is known about specific programs and goals.



ATTACHMENT F

THE UNIVERSITY OF ALABAMA
OFFICE OF CAREER DEVELOPMENT
POST OFFICE BOX 1423
UNIVERSITY, ALABAMA 35486

April 12, 1976

Dear Colleague:

We are anxious to have faculty reflections on The University Career Development Program. Such input can be the basis for our future planning and can help shape a solid program consistent with the values and sensitivities of faculty.

Please take 5 minutes to fill out the attached anonymous questionnaire.

Thank you for whatever cooperation you offer this University-wide effort.

Sincerely,

Donald A. Casella

gls

ATTACHMENT G

THE UNIVERSITY OF ALABAMA
OFFICE OF CAREER DEVELOPMENT
POST OFFICE BOX 1423
UNIVERSITY, ALABAMA 35486

April 12, 1976

Dear Faculty Member:

Thank you for providing us with your reflections about students' career development.

Faculty perceptions in this matter will provide the very foundation for program development, and therefore your opinion is highly valued.

If you've completed the survey--thank you. If you have not--please let us know your thoughts.

I wish you the best of luck in your work.

Sincerely,

Donald A. Casella

gls

ATTACHMENT H

Attitude Statements Grouped by Content

1. The design of career development programs.
   Items 3, 4, 8, 14, 19, 32, 37 (positive)
   13, 38 (negative)
2. How information on careers should be provided.
   Through classroom. Items 16, 17
   Outside classroom. 21, 31 (positive)
   12 (negative)
3. The goals that will be accomplished.
   Items 15, 20, 22.
4. Reasons for having career development.
   Items 1, 10, 18, 27, 28, 29, 33, 35.
5. Definition of career development.
   Item 30 (positive)
   40 (negative)
6. Career development is synonymous with vocational development.
   Items 2, 6, 7, 11 (negative).
7. Career development avoids important social issues.
   Items 23, 24, 25, 26, 36, 39 (negative)
8. Career development impinges on freedom.
   Items 5, 34 (negative)

ATTACHMENT I

Career Development Inventory

This instrument is designed to assess the impact of the Career Development Project on The University of Alabama campus. The results will be reported only for groups of students and not individually. Please pick the best answer for each item. Your assistance is appreciated.

A. Instructions:

a. In the place on the answer sheet labeled "Your Last Name," please write in your major subject area. If undecided, write undecided. *Do not* blacken the boxes or put your name on the answer sheet.

b. In the place on the answer sheet labeled "Sex," please blacken "M" for male or "F" for female.

c. In the place on the answer sheet labeled "Rank," please indicate your class standing, that is, blacken

"F" if you are a freshman, the first
"S" if you are a sophomore,
"J" if you are a junior, or the second
"S" if you are a senior.

d. In the place on the answer sheet labeled "Qtr Sem," please indicate the number of years you have been on campus, that is, blacken the "1" if this is your first year, the "2" if this is your second year, etc.

e. To the best of your ability, choose the best answer to each of the following items and blacken the correct response on your answer sheet.

1. How many career possibilities are you aware of in your major field?

   a. I have not decided on a major field.
   b. I am unaware of any career possibilities.
   c. I have knowledge of at least one career possibility.
   d. I have knowledge of several (two or more) potential careers in my field.

2. Are you aware of field experiences in your major field that are available through The University of Alabama?

   a. Yes.
   b. No.
   c. I have not decided on a major field.

3. If field experience was available in your major field, do you believe that it would be beneficial to you?

   a. Yes.
   b. No.
   c. Do not know.

4. Have you taken part in a field experience during the 1975-76 academic year?

   a. Yes, and it was beneficial to me.
   b. Yes, but it was not beneficial to me.
   c. No, I have not taken part.

5. What percentage of your career-related learning do you believe took place outside of the classroom during the 1975-76 academic year?

   a. 0-25% of learning occurs outside the classroom.
   b. 26-49% of learning occurs outside the classroom.
   c. 50% about as much learning occurs in class as out.
   d. 51-74% of learning occurs outside class
   e. 75 or more learning occurs outside class.

6. Do you have a better idea now of what kind of career you want than you did last September?

   a. Yes.
   b. No.
   c. About the same.

7. To what extent do you consider personal interests in planning a career?

   a. It is not a concern.
   b. It is a concern but not a primary concern.
   c. It is the primary concern.

8. Do you feel that your abilities are consistent with the major field of study in which you are now enrolled?

   a. Yes.
   b. No.
   c. I have not decided on a major field.

9. Do you feel there is a difference between a "career" and a "job"?

   a. Yes, there is a difference.
   b. No, they are about the same.

10. Do you feel that you can write a résumé that adequately describes your skills to a prospective employer?

    a. Yes, definitely have this skill.
    b. Possibly, but would need assistance.
    c. No.

11. Do you feel that being able to write a résumé is an important career skill?

    a. Yes.
    b. No.
    c. Do not know.

12. Which one of the following factors do you believe is the most important in making a favorable impression on an employment interviewer?

    a. Knowledge of field of specialization.
    b. Becoming familiar with employer's organization.
    c. Enthusiasm.
    d. Personal appearance.
    e. Preparation of career goals.

13. Do you feel you will be able to adapt to more than one work situation after graduation?

    a. Yes.
    b. No.

14. Do you feel that your skills will allow you to transfer between jobs in related fields after graduation?

    a. Yes.
    b. No.

15. Have you encountered any problems in obtaining career information during the 1975-76 academic year at The University of Alabama?

    a. Yes.
    b. No.
    c. I have not attempted to obtain career information.

16. Has any instructor talked to you about the career implications of what he/she is teaching during the 1975-76 academic year?

    a. No, course material has not been related to the world of work.
    b. Yes, but in a limited way (less than one class period devoted to career implications).
    c. Yes, at least one entire class period was devoted to relating the material to careers.
    d. Yes, a considerable amount of time was spent on career implications (more than one class period).

17. Do you feel that your career choice is consistent with your personal interests?

    a. Yes.
    b. No.
    c. I have not yet established career goals.

18. Do you plan to seek career information in the future at The University of Alabama?

    a. Yes.
    b. No.

19. Where is The University of Alabama's Career Planning and Placement Office located?

    a. Ferguson Center.
    b. Main Library.
    c. Manly Hall.
    d. Rose Administration Building.
    e. I do not know.

20. Have you obtained career information from a source outside The University of Alabama during the 1975-76 academic year?

    a. Yes.
    b. No.

21. What percentage of the career information you have received has come from university sources during the 1975-76 academic year.

    a. Under 25%
    b. 25 to 49%
    c. 50 to 74%
    d. 75% and over
    e. I have received no career information.

Items 22 through 27 relate to usage of The University of Alabama Career Information services. Please indicate your usage of each service based on the following key:

a. Yes, I have used the service during the 1975-76 academic year.
b. No, I have not used the service.

22. Career information phone.

a. Yes.
b. No.

23. Career information library.

a. Yes.
b. No.

24. Mobile information unit (CLEM).

a. Yes.
b. No.

25. Career placement counselor.

a. Yes.
b. No.

26. Career Planning and Placement Office's video-tape service for simulating job interviews.

a. Yes.
b. No.

27. Vocational Exploration Group (VEG).

a. Yes.
b. No.

28. Of the career services provided by the university and noted below, which do you feel was the most beneficial to you?

a. Career information phone.
b. Career information library.
c. Career placement counseling.
d. Mobile information unit (CLEM).
e. I am unable to judge.

29. Of the career services provided by the university and noted below, which do you feel is the least beneficial to you?

a. Career information phone.
b. Career information library.
c. Career placement counseling.
d. Mobile information unit (CLEM).
e. I am unable to judge.

Thank you for your assistance.

ATTACHMENT J

THE UNIVERSITY OF ALABAMA
OFFICE OF CAREER DEVELOPMENT
POST OFFICE BOX 1423
UNIVERSITY, ALABAMA 35486

Dear

As evaluators of The University of Alabama Career Development Project, we are required to determine how students feel about career services that are provided by the university and their use of these services. We have scientifically selected a number of classes from the spring 1976 schedule on which to obtain data. A course that you teach, _____, was among those selected.

We are requesting that you cooperate with us by allowing one of our research assistants to use not more than fifteen minutes of your class time in administering the *Career Development Inventory* during the last two weeks of April. A copy is attached for your inspection.

One of our research assistants will be contacting you soon regarding a time that is convenient should you agree to cooperate.

Thank you for your assistance in this matter.

Sincerely,

M. Ray Loree
Professor and Chairman
Programs in Educational
Psychology and Educational Research

James E. McLean
Assistant Professor of Educational
Psychology/Research

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